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POCKET

reading
representing
viewing, listening
writing & speaking

adventure
Journey
discovery



Units 1,2, & 3

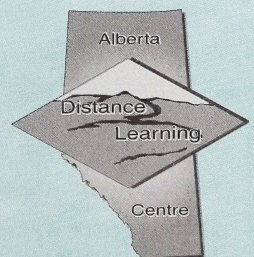
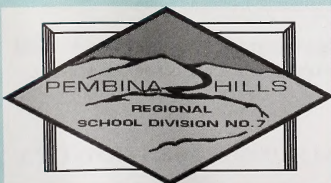
English 10-2



English 10-2

Unit 1

Introduction: Looking Ahead



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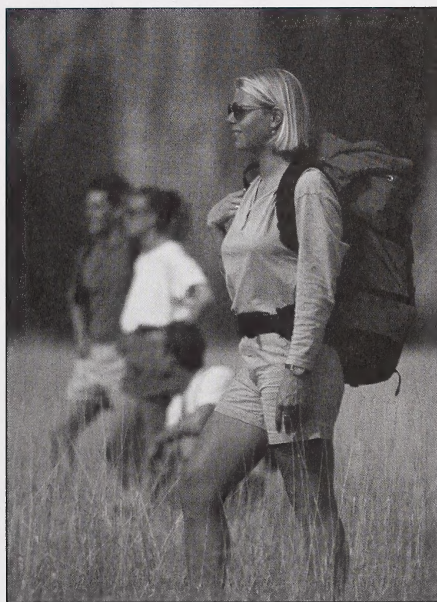
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Welcome to English 10-2

Unit 1: Introduction: Looking Ahead



As you begin your high school education in the English Language Arts, you are likely looking ahead to future choices and different roads you might select. Perhaps you are already asking yourself questions such as these:

- What are my interests and skills?
- What do I enjoy doing the most?
- What career do I want to pursue?
- What things do I need to learn to work in that career?
- What is the world going to be like in the future when I graduate?
- How can I best prepare myself for the changing world?
- What obstacles are likely to stand in my way?
- How can I best prepare myself for these obstacles so that I can get past them?

Perhaps you know the answers to some of these questions. Some of them undoubtedly require careful thought and planning. One reality is fairly certain: you will face many choices in your learning and your life over the next few years. The decisions that you make will in part determine where you go and where you will be able to go in the future.

The main focus or theme for English 10-2 is your growing awareness of personal values and beliefs and how these are shaped and controlled through language. English 10-2 is a journey of self-discovery. You will study and create various language texts including stories, poems, songs, novels, plays, essays, non-fiction, and film. These will help you construct views of yourself and the world around you.



What is English 10-2?

English 10-2 is the first year high school English course for students who are working towards a high school diploma. The course assumes that you have completed Grade Nine English Language Arts in junior high school and are intending to complete a high school diploma. English 10-2 is designed to lead to English 20-2 and then English 30-2 to fulfill high school graduation requirements.

English 10-2 incorporates **listening, speaking, reading, writing, viewing, and representing**. Visual images and multimedia presentations play larger roles in English Language Arts instruction and student responses. **Representing** may be a new term to you, but most students are aware of the expressive aspects of language activities such as making a collage, presenting a dramatic monologue, or making a video or slide show. There is also an increased emphasis on setting personal goals for learning and reflecting on your learning processes.

*representing -
visual and
auditory
demonstrations of
meaning*

English 10-2 has two main goals:

- Students understand and appreciate the significance and artistry of literature.
- Students have the ability to use language confidently and competently for various purposes and various audiences.



General Outcomes of English 10-2

You will listen, speak, read, write, view, and represent to

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally, critically, and creatively to literature and to other texts in oral, print, visual, and multimedia forms
- manage ideas and information
- create oral, print, visual, and multimedia texts
- enhance the clarity and artistry of communication
- respect, support and collaborate with others

In other words, you will sharpen your English communication skills as you respond to a variety of ideas presented through print, aural, and visual media.





What Can Students Expect in the Introduction to English 10-2?

As you complete the activities in this first unit of English 10-2, you will learn:

- Materials and texts needed to complete this course
- Types of assignments required in English 10-2
- Methods of submitting assignments
- The meaning of the icons (picture symbols) used in this course
- Course expectations and evaluation

You will ...

- Preview your course materials and texts.
- Begin keeping a journal in which you record your ideas and thoughts about the texts you are reading and viewing, responses to questions, and reflections on your learning.
- Begin a vocabulary log to list and master new words you come across in your reading.
- Introduce yourself to your teacher by writing about yourself (autobiographical assignment) and reading your introduction aloud.
- Complete questionnaires about your reading and writing interests and attitudes.
- Set goals for your learning in this course.

Text and Context

The new program broadens the term text, which we often use simply for written materials. In its broader sense, **text** includes oral, print, visual and **multimedia** forms. A text could be a photograph, a movie, or a story told by your grandfather.

Context includes any element present in a communication situation that influences the way people understand and create texts. For example, a conversation between friends would likely occur in a context that is personal, informal, and familiar. A TV news report is delivered in front of a camera with many people watching from both sides of the camera (cameraman, director, technicians, viewers) so the context is public and formal.

Multimedia refers to information presented through a combination of media. Examples: movie posters, TV weather forecasts, classroom lectures or reports using slides, overhead projections, and charts.

Organization of English 10-2

English 10-2 has nine units with different time requirements, and therefore, different weightings. Each unit consists of a Unit Booklet and a Response Booklet. Send Response Booklets in for grading. The following chart suggests times as if you were in a school semester. Budget your time wisely to meet the requirements of your personal timetable. Note that there are six main themes following the course introduction. The two longest themes, **Media Influences** and **Identity**, are divided into two units each.

Unit	Title	Weighting	Approximate Time
1	Introduction: Looking Ahead	3	1 week
2	Heroism: Choosing Positive Role Models	7	2 weeks
3	Media Influences: Shaping My Viewpoint - Print Media	5	1½ weeks
4	Media Influences: Shaping My Viewpoint - Electronic Media	5	1½ weeks
5	Identity: Establishing My Values - Looking Within	5	2 weeks
6	Identity: Establishing My Values - Looking Outward	10	3-4 weeks
7	Survival: Testing My Beliefs (novel)	10	3 weeks
8	Film Study: Extending My Beliefs	10	2 weeks
9	Environment: Preserving My Values (Conclusion: Personal Portfolio Presentation and Review)	15	2 weeks
	Final Examination	30	



Expectations in English 10-2

You are expected to ...

- Complete the units **in order**.
- Ensure that the assignments of each unit are **polished** (carefully proofread and edited) **and complete** upon submission.
- Submit booklets as they are completed to ensure maximum value of marker's comments.
- **Write neatly in blue/black ink or type your work.**

Please note that ...

- Arrangements may be made for submission of assignments by **e-mail**. Please contact ADLC if you wish to do so.
- **Unit 6** and **Unit 9** require submission of some materials that were created earlier in the course.

Required Texts and Resources

1. To complete this course, students require the following texts:

- *Crossroads* (Gage, student anthology text)
- *Reading and Writing for Success* (Harcourt Brace, student text)
- ONE novel
 - *Deathwatch* (Robb White)

OR

- *Walkabout* (James Vance Marshall)
- A dictionary and a thesaurus

2. You will require equipment to listen to the audio component of this course. A CD is enclosed in a folder inside the back cover of this booklet. A substitute audio cassette is available upon request.

- CD Player

OR

- Audio cassette player

3. You require some way to record and send oral assignments.

- Video recorder

OR

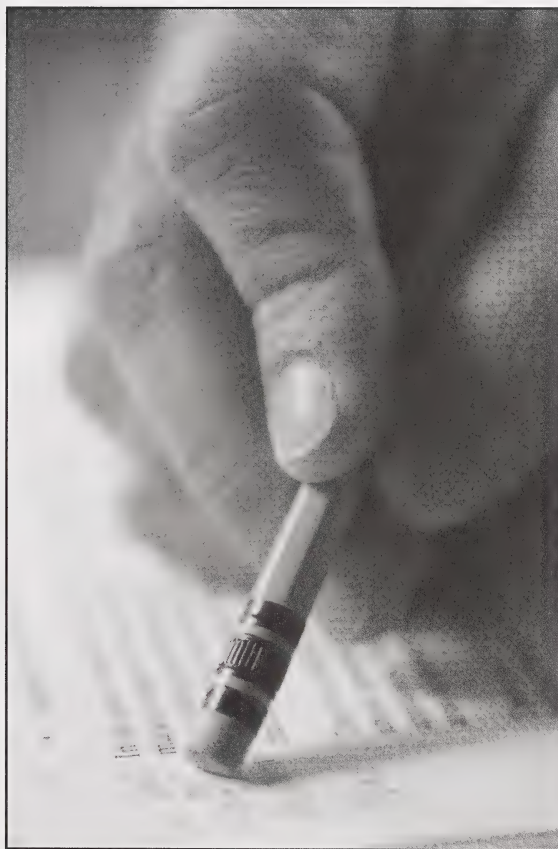
- Audio cassette recorder

OR

- computer equipped with recording capability








Schools and libraries often have equipment students may use if you do not have your own.

4. English 10-2 requires the study of a feature film: *The Lion King II: Simba's Pride* (Disney animation). **Obtaining the film is your responsibility.** You will likely rent or purchase it from a video outlet, or borrow it from someone you know or from your local library.



Icons Guiding Various Activities

The icons, or picture symbols presented throughout this course are intended to signal the types of activities you will be doing.

	Reading Assignment		Representing
	Writing		Objective
	Idea		Speaking Assignment
	Evaluation		Listening Assignment
	Vocabulary Log		Viewing
	Journal Writing		Internet Links
	Mechanics and Grammar		Notes
	Extension Activity		



The Response Booklet

In each section of the course you will be engaged in a variety of communication activities including reading and viewing various texts and images (novel, plays, poetry, essays, articles, feature film, television), writing in a variety of formats, listening, speaking, and representing ideas in visual media. A **Response Booklet** accompanies each section of this course for you to write and submit your assignments for evaluation by your teacher.

Journal writing, a vocabulary log, and grammar exercises will be a required part of each Response Booklet.



What's a Journal?

Throughout this course you will be writing in your journal.
A journal is

- a place to set goals for your learning, assess your progress, and celebrate your successes
- a record of thoughts and impressions assisting clear thinking
- a personal record of thoughts and ideas
- a display of impressions, notions, ideas, whims, dreams, and whatever else the writer wants to record
- a basic tool of both professional and amateur writers
- a method of improving fluency of thought and writing



What do I do?

- Your **Journal** entries for each unit are to be written on your own paper and attached to **each response booklet** as required, suitably labelled, of course.

What's a Journal worth?

rubric – a set of descriptors outlining skills, knowledge and abilities that students will demonstrate

Journals are priceless to the writer and valuable to the reader. They are assigned **10%** of each Response Booklet. The scale for **Evaluation of Journals** is given as the scoring **rubric** below. Your journals are scored on sincerity and apparent effort to convey insights. Polished compositions are not expected; you are to explore ideas and concepts.

A variable number of entries is assigned in each unit.

Evaluation of Journals



5	Excellent <i>The student...</i> <ul style="list-style-type: none"> provides consistently perceptive and original thoughts includes thoroughly detailed content establishes a precise purpose maintains a clear and consistent voice throughout uses effective organization chooses thoughtful and creative language 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> provides conventional thoughts includes content that may lack some details establishes a clear purpose maintains a voice unevenly uses loose organization chooses vague or general language
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> provides perceptive thoughts includes clearly detailed content establishes a definite purpose maintains a consistent voice throughout uses clear organization chooses appropriate and thoughtful language 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> provides thoughts that are not clear includes content that is unreasonably short or incomplete establishes an uncertain purpose maintains a voice inconsistently organizes ideas with limited effectiveness chooses unacceptable, or inappropriate language



Vocabulary Log

During each unit you will encounter words and expressions that may seem new to you. Extend your vocabulary by creating a Vocabulary Log.

1. List the title of the reading.
2. List new words and their definitions.
 - *deliberately* – in a planned, or purposeful manner.
The hockey player deliberately tripped his opponent to prevent him from scoring a goal.
 - *encounter* – meet, or come across in the course of one’s activity.
Whenever I encounter people whom I know walking along the street, I always say “hello” to them.
4. Provide synonyms for the new words using your **thesaurus**.

thesaurus – a book that lists words in groups of synonyms and related concepts



Although a list of words may be given, you will add unfamiliar words in your **Response Booklet**.

Extension Activities: Vistas Worth Visiting

In addition to the assignments you are required to submit in each unit’s Response Booklet, you are expected to choose activities from suggestions given in each unit. These activities will allow you to demonstrate your personal interests. They will also allow you to “go further” in exploring, demonstrating or practicing your English language communication skills.

You are to select work that you feel shows how you enjoyed doing something, how you extended yourself personally, or how you demonstrated new skills, knowledge, or attitudes.

In **Unit 6** and **Unit 9**, you will submit these materials as portfolios (one from each unit).



Mechanics Pit Stops

In each unit you have small lessons that focus on mechanics and grammar concepts. These are designed to help you recognize and correct errors in your written work. Good writers, like good automobile mechanics, are always on the lookout for potential problems and mechanical failures in their “vehicles” of thought - their writing.

A solid grasp of mechanics and grammar helps you take charge of your use of the English language. It makes you more effective in shaping your communication in ways that best fit your different audiences.



Journal Entry 1: Looking at Reading and Writing for Success

You are probably itching to get started working with your new textbooks *Reading and Writing for Success* and *Crossroads*.

1. Take a few minutes to examine your *Reading and Writing for Success* textbook. Ask yourself the following questions.
 - What do I notice about the cover illustrations? What images are shown? What do they suggest to me?
 - What kind of information does this book contain?
 - How is the information arranged?
 - What kinds of visual illustrations does it have inside?
 - Which chapters or sections look most interesting? Why?
 - Which chapters or sections look most challenging? Why?

Write your answers to these questions in your journal. (Note: You are to use your own 8½ x 11 loose-leaf or white bond paper for your journal writing. Write your name on each journal page and label each entry with its number and topic.)



2. **READ** the following sections in *Reading and Writing for Success*:
 - “What Do Good Readers Do?” on pages 8-10.
 - “What Do Good Writers Do?” on pages 136-138.



Remember: Use your Vocabulary Log to list any new words or expressions.

Answer the following questions in your journal.

- What things do I do when reading that good readers also do according to the textbook?
- Are there some things that I do not do? Why?
- When I write, what are the things I do that good writers also do according to the textbook?
- Are there some things that I do not do? Why?

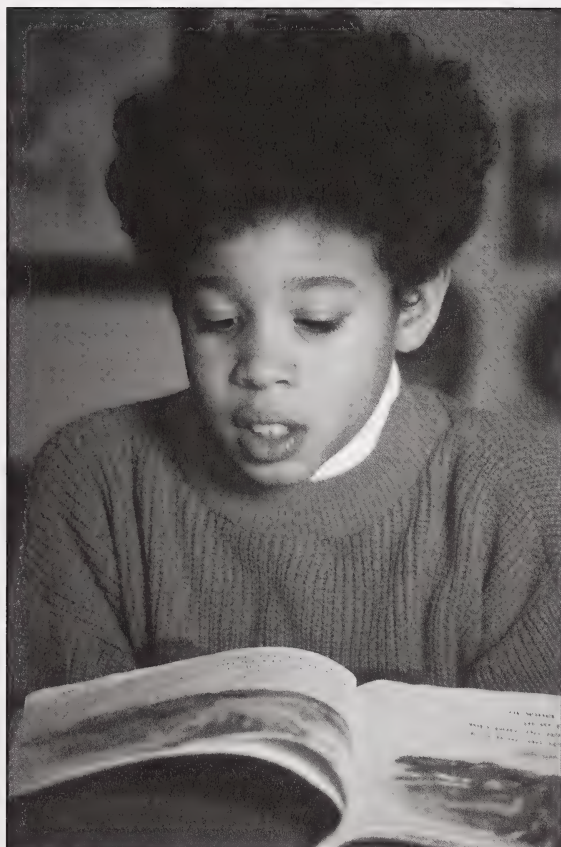
Write your answers to these questions in your journal.

Journal Entry 2: Looking at Crossroads

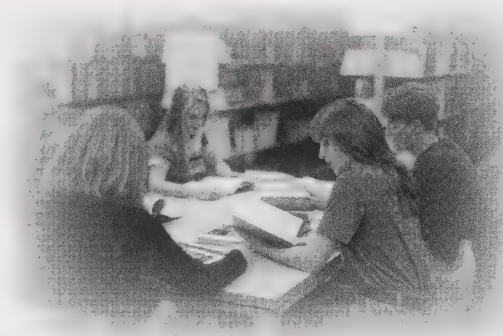
Take a few minutes to examine your *Crossroads* textbook. Ask yourself the following questions.

- What kind of information does this book contain?
- What does the title suggest to me?
- What do I notice about the cover illustrations of *Crossroads*? What do they suggest to me?
- How is the information arranged?
- What kinds of visual illustrations does it have inside?
- Which chapters or sections look most interesting? Why?
- Which chapters or sections look most challenging? Why?

Write your answers to the questions in your journal.



Section 1: Introducing Yourself



You are aware of your uniqueness. You know your accomplishments, and you are setting goals and making plans for your future.

Pity your teacher who has only your name and file number! Imagine that teacher marking the assignments of many students each day with only your assigned work from which to build a picture of you. Your handwriting, your choice of words and expressions, your writing skills, and your various other responses contribute to your teacher's image of you by the end of the course, but for now, introduce yourself.

Give your teacher an advantage—share some significant details about yourself. In doing so, you will have clarified your view of yourself.

Markers may introduce themselves to students also. You may like to know something of the background of your marker's teaching experience, hobbies, interests, and so forth.

Creating a Mind-Map or Web

Your upcoming assignment is to create a mind-map (or web) of details about yourself to help plan your writing.

The example that follows from **Shawn Smith** may be helpful.

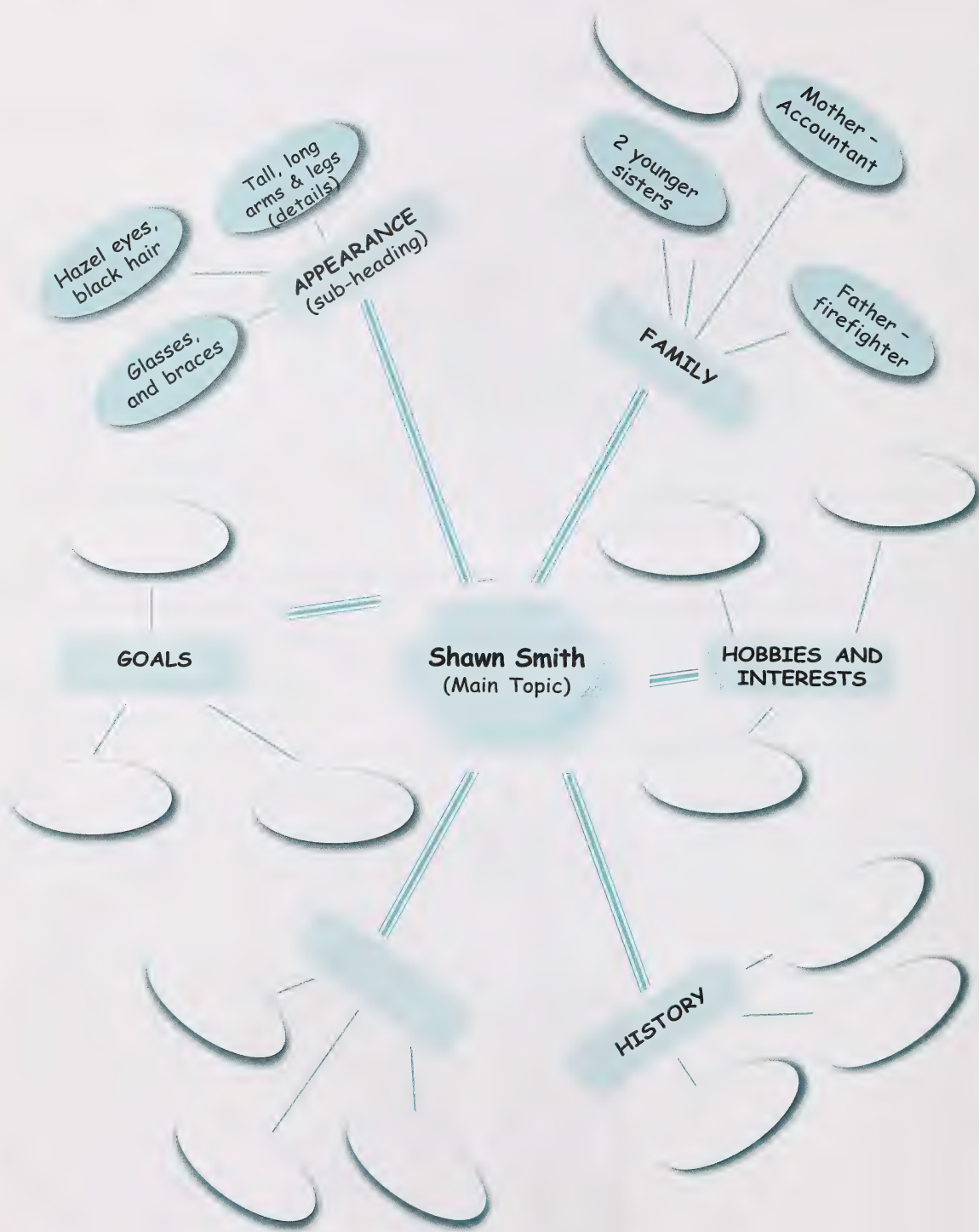
The number of categories and the extent of details in this personal description may vary. Although Shawn has created six categories or main ideas (appearance, history, family, interests and hobbies, sports, and goals), you may wish to have more or less, or you may combine some when you organize your composition.

Notice that Shawn's name has been placed in the centre of the web since the main topic of the autobiographical assignment is personal information about Shawn. The main ideas or sub-headings have been placed inside the rectangles (appearance, family, history, goals, sports, interests and hobbies) and the details are inside the oval shapes branching from each rectangle.

Although the web is not finished, you can see how Shawn plans to organize the ideas and details in the autobiographical assignment. Shawn's web shows spaces for three details to support each main idea. Shawn could add more if necessary.

This will help keep Shawn's ideas organized when moving from the web to writing the information in paragraphs. As you read in your textbook, planning is an important step in the writing process that good writers always use to ensure that their compositions are clearly communicated to their readers.





Assignment 1: Mind Map - Planning the Autobiographical Assignment



Space is provided in the **Response Booklet** for you to create a mind-map (or web) of details about yourself. Be sure to include sufficient details. Follow the example shown in the web by Shawn Smith.

- Begin by writing your name in the central hexagon.
- Fill in the rectangular boxes with the sub-headings about yourself that you wish to include (such as family history, appearance, dreams, accomplishments, and goals).
- Add more main topics if you wish.
- Add your details.
- Number your subheadings and details in the order you wish to discuss them in your composition.

If you prefer, you may design your own web. Space is provided in the Response Booklet for this. If you choose to design your own web, remember to use different shapes or colours to distinguish between main topics and details. The rubric below will help you understand how your web planning will be graded.



Evaluation

5	Excellent <ul style="list-style-type: none"> · the student creates a plan that contains an impressive number of well-organized ideas 	3	Satisfactory <ul style="list-style-type: none"> · the student creates a plan that contains organized ideas
4	Proficient <ul style="list-style-type: none"> · the student creates a plan that contains many well-organized ideas 	0 - 2	Developing <ul style="list-style-type: none"> · the student creates a plan that contains few organized ideas



Assignment 2: The Autobiographical Assignment (First Draft)

When you are satisfied that your web contains sufficient ideas and details, write your first draft.

*autobiography -
an individual
person's life
story, as told by
that person*

Your response to this assignment is **autobiographical** in that you will be writing about yourself. Choose one of these forms.

- **Personal Essay:** Write an essay (several paragraphs) describing yourself.
- **Interview:** Ask yourself a series of questions and then answer them in detail. (See the list of questions below.)
- **Letter of Introduction:** Write a letter to your teacher in which you introduce and describe yourself in detail.

(See pages 150, 174, and 238 in *Reading and Writing for Success* for examples of these different types of written formats. A letter of introduction would use a similar format to a letter of application.)

A list of some of the aspects and facts that you wish to include will be most useful to you as you organize your composition. Consider the following questions about yourself as you make your list:

- Who are you and how would you describe yourself?
- Where and when were you born? Where do you live now and where else have you lived?
- Who are the people that are most important in your life now and in the past? Why are these people important to you?
- What are some interesting or unusual things that have happened to you?
- What are your interests (hobbies, sports, projects, special skills, and so on)?
- What are your strengths and weaknesses as a student and as a person?
- What things make you happy? What things make you sad?
- What are your immediate goals in life? What are your long-term goals?
- What are some of the obstacles that stand in the way of reaching your goals? How do you plan to overcome these obstacles?

1. Decide upon the format (letter, interview, or essay).
2. Decide how you will begin your composition (introductory paragraph for an essay, greeting and opening remarks for a letter, or a short explanation of who is being interviewed, where, when, and why). See the index in *Reading and Writing for Success* for help with these formats.
3. Choose which order seems best to present the main ideas from your web. You may want to number them accordingly when you have decided.
4. Plan and draft your response.



Editing and Proofreading Your Work

To help you polish your writing effectively through the important step of revising, editing, and proofreading your written work, please read pages 189-193 (“Editing Your Own Work” and “Editing With Your Peers”) in *Reading and Writing for Success*. You may exchange your work with a peer and follow the peer editing suggestions or do this step on your own. Use the checklist on page 190 to assist you in your corrections and revisions to your first draft.

5. Polish it well. Your finished work is to be submitted on the lined pages supplied in your **Response Booklet**. The following rubric will help you understand how your first draft will be graded.





Evaluation

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• uses all important ideas and details from the planning web• uses planning perceptively or creatively to organize ideas for draft writing• shows clear evidence of accurate and effective editing and revision	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• uses some important ideas and details from the planning web• uses planning to organize ideas for draft writing• shows evidence of some accurate and effective editing and revision
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• uses most important ideas and details from the planning web• uses planning effectively to organize ideas for draft writing• shows clear evidence of usually accurate and effective editing and revision	0 - 2	Developing <i>The student...</i> <ul style="list-style-type: none">• does not use important ideas and details from the planning web• does not use planning to effectively organize ideas for draft writing• shows little or no clear evidence of editing and revision



Vocabulary Log

Remember: As you read, list any words or expressions that are new to you in your vocabulary log. List the title of the reading and the new terminology along with a definition and a sentence of your own using the new word or expression.

Assignment 3: The Autobiographical Assignment (Final Draft)

Once you have carefully proofread your first draft and you have made all the changes you need to make, you are ready to write your finished composition. There is space for this in your **Response Booklet**. Refer to the rubric to gain a better understanding of how your teacher grades your writing.



Evaluation

Level	Thought and Detail <i>The student ...</i>	Writing Skills <i>The student ...</i>
5	Excellent <ul style="list-style-type: none"> provides ideas that are confidently and creatively expressed arranges ideas in paragraphs; examples and quotations are precise creates impressive and perceptive writing 	Excellent <ul style="list-style-type: none"> composes writing that is skillfully structured and fluent makes appropriate and effective word choices and uses variety in sentence structure creates writing free of significant mechanical errors
4	Proficient <ul style="list-style-type: none"> provides ideas that are thoughtfully expressed arranges ideas in paragraphs; uses examples and quotations which are relevant, and purposeful creates easy to understand, competent writing 	Proficient <ul style="list-style-type: none"> composes writing that is clear and generally fluent makes specific word choices and uses some variety in sentence structure creates writing nearly free of mechanical errors
3	Satisfactory <ul style="list-style-type: none"> provides ideas that are appropriate arranges ideas in paragraphs; examples and quotations are straightforward creates writing that is satisfactory and understandable 	Satisfactory <ul style="list-style-type: none"> composes writing that is generally clear and effective makes adequate, general word choices and uses common sentences with some variety; there may be some errors in structure creates writing generally free of mechanical errors
2	Limited <ul style="list-style-type: none"> provides ideas that are superficial or underdeveloped may not arrange ideas in paragraphs; examples and quotations are vague and/or repetitive creates writing that is hard to follow 	Limited <ul style="list-style-type: none"> composes writing that is unclear and/or ineffective makes inappropriate, or imprecise word choices and many errors in sentence structure creates writing that has many mechanical errors
1	Developing <ul style="list-style-type: none"> provides ideas that are irrelevant, or undeveloped does not arrange ideas in paragraphs; examples and quotations are inappropriate, or not present creates writing that is difficult to understand 	Developing <ul style="list-style-type: none"> composes writing that is frequently unclear, and does not flow smoothly makes confusing, or inaccurate word choices and frequent errors in sentence structure creates writing that has frequent mechanical errors making it difficult to follow



Assignment 4: Oral Presentation

The next assignment is an oral presentation of your autobiographical introduction.

READ the section on audio taping on page 240 of *Reading and Writing for Success*.



Record your oral version on a cassette tape and send it with your **Response Booklet**.

The following assessment guide also appears in your **Response Booklet**. Use it to evaluate your oral presentation. If you are unable to record your presentation, ask a supervisor, parent, or partner to complete the evaluation and sign it.

Delivery	Always 4	Mostly 3	Often 2	Seldom 1
• The speaker pronounces words accurately.				
• The oral presentation is smooth and evenly paced.				
• Volume, pitch, and breathing are controlled.				
• The speaker demonstrates effective use of voice to emphasize important points and, capture and maintain audience interest.				
Areas for improvement: The things I can improve in my next oral presentation are...				
Areas of Strength: The things I did well in this oral presentation are...				

Section 2: Self Assessment

Assignment 5: Writing Survey



Complete the writing survey that appears in your **Response Booklet** to help you focus your thoughts and ideas about your writing.

Note that the survey has two parts, a checklist followed by a series of questions. The scoring guide below shows how you will be graded on these two parts.



4	Excellent <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides thoughtful, precise and complete answers• provides answers that are mostly free of major mechanical errors	2	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides relevant, clear and complete answers• makes mechanical errors
3	Proficient <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides thoughtful, clear and complete answers• provides answers that are mostly free of mechanical errors	0	Developing <i>The student...</i> <ul style="list-style-type: none">• does not answer all survey questions• provides unclear or incomplete answers• makes frequent mechanical errors

Assignment 6: Reading Survey



Complete the reading survey in your **Response Booklet** to help you focus your thoughts and ideas about your writing. Note once again that the survey has two parts, a checklist followed by a series of questions. The scoring guide below shows how you will be graded on these two parts.

Evaluation:



4	Excellent <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides answers that are thoughtful, precise and complete• provides answers that are free of major mechanical errors	2	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides answers that are relevant, clear and complete• makes mechanical errors
3	Proficient <i>The student...</i> <ul style="list-style-type: none">• answers all survey questions• provides answers that are thoughtful, clear and complete• provides answers that are mostly free of mechanical errors	0	Developing <i>The student...</i> <ul style="list-style-type: none">• does not answer all survey questions• provides answers that are unclear or incomplete• makes frequent mechanical errors



Final Section

Journal Entry 3: Setting Some Goals for Learning

In this first unit of English 10-2 you have worked hard to get acquainted with your new course materials, introduce yourself to your teacher, and assess your reading and writing skills. Now is the time to take a few moments to consider some goals for your learning.

In a paragraph or two, answer the following questions in your journal.

- What are my interests in English language communication?
- What are my strengths?
- What books do I want to read for personal interest? Why?
- What films do I want to see? Why?
- What reading skills do I want to work on this year?
- What writing skills do I want to develop this term?
- What other language skills in representing, speaking, viewing, and listening do I consider important for me to develop or improve?
- Why do I think so?



Assignment 7: Journals

In this introductory unit you have written three journal entries that you should attach to your **Response Booklet**. Your journals will be evaluated using the rubric shown earlier in this unit book.



Assignment 8: Vocabulary Log

You have read a number of sections from your text *Reading and Writing for Success* and you should have listed a number of words from each of your readings in your vocabulary log. Complete your vocabulary log assignment in your **Response Booklet**. The rubric below shows how your work will be evaluated.



Evaluation:

5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • lists ten or more words • provides definitions that are precise and complete • uses each word correctly in a creative or original sentence • provides precise synonyms consistently 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • lists at least ten words. • provides definitions that are correct, but may not be complete • uses each word correctly a sentence. • provides synonyms accurately most often
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • lists at least ten words • provides definitions that are accurate and complete • uses each word correctly in an appropriate sentence • provides accurate synonyms appropriately 	0 - 2	Developing <i>The student...</i> <ul style="list-style-type: none"> • lists fewer than ten words • provides definitions that are inaccurate or incomplete • uses words incorrectly in sentences • provides synonyms inconsistently or inaccurately



Assignment 9: Mechanics Pit Stop

A useful place to begin your study of grammar concepts is to review basic sentence structure.



READ the section under the heading “How Sentences Work” on pages 194-197, in *Reading and Writing for success*.

Notice that pages 198-211 contain a repair manual for grammatical errors that are most common in student writing, and a guide to grammar terms and punctuation follows this. These pages are very helpful to you as you continue to learn how to revise and edit your written language.



Complete the exercise in the “Your Turn” box (*Reading and Writing for Success*, p.197) in the space provided in your **Response Booklet**. Answer any extra questions that are assigned in your Response Booklet. The rubric below shows how your grammar assignment will be graded.



Evaluation:

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• completes exercise with precise accuracy• provides creative and original personal examples	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• completes exercise with some accuracy• provides appropriate and accurate personal examples
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• completes exercise with near complete accuracy• provides appropriate and correct personal examples	0 - 2	Developing <i>The student...</i> <ul style="list-style-type: none">• completes exercise inaccurately• provides inappropriate or incomplete personal examples



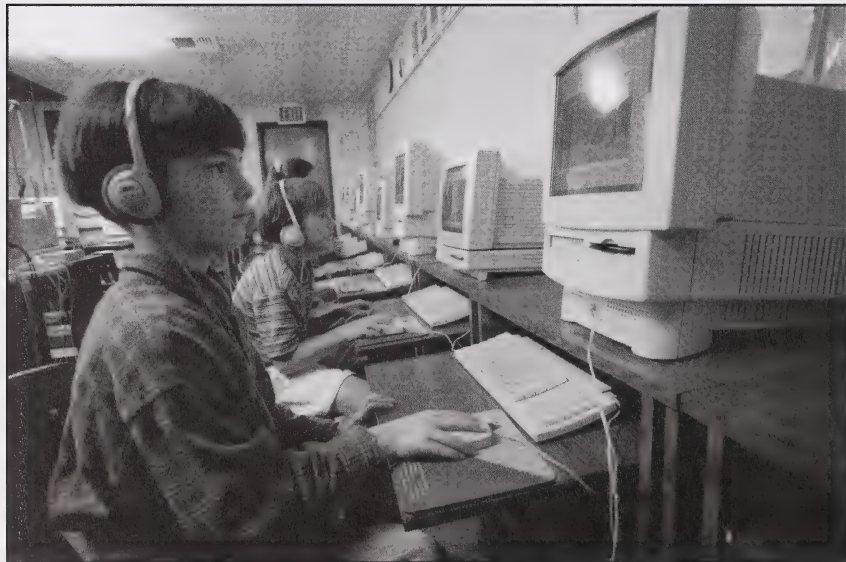
Vistas Worth Visiting: Keep a Personal Reading, Viewing, or Listening Log

If you are continuing to read books, magazines, and newspapers for personal interest you will extend the ideas you explore throughout this course. You will also be viewing films and television shows and listening to radio programs and recorded music. If you keep a separate log or journal of these extra readings, you may be able to use the entries for your portfolio assignments in **Units 6 and 9**.

- List your personal viewing and listening activities, with your thoughts and impressions of movies, television programs, and music that you encounter.
- Write your thoughts and reactions to your reading in your reading log/journal.

Your reading log can be a source for

- book reports
- script adaptations
- letters
- illustrations
- cartoons
- collages
- posters



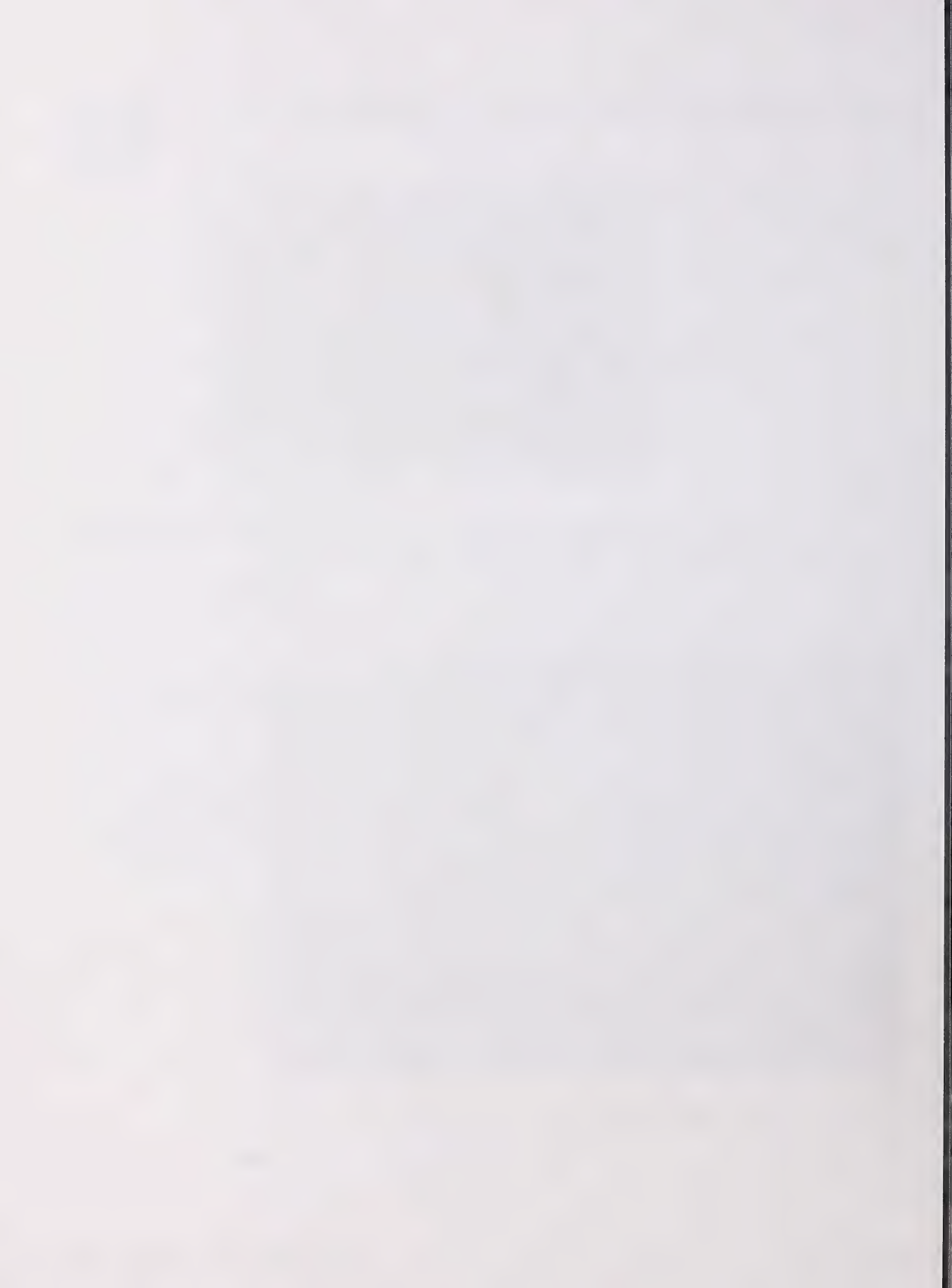
Summary: What Have You Accomplished?



Now that you have completed the first unit of English 10-2 you are well acquainted with the resources that you are going to use throughout this course.

- You previewed your text books.
- You began your journal writing and vocabulary log.
- You have introduced yourself to your teacher.
- You have assessed your reading and writing interests and attitudes as well as the strategies you use as you read and write.
- You have completed your **Response Booklet** assignments.

You are ready to celebrate your achievements, and send your work for grading. You can proceed to your first thematic unit, *Heroism: Choosing Positive Role Models*. In this unit you will examine your perceptions and beliefs about heroism and the people who deserve to be respected as heroes and positive role models.





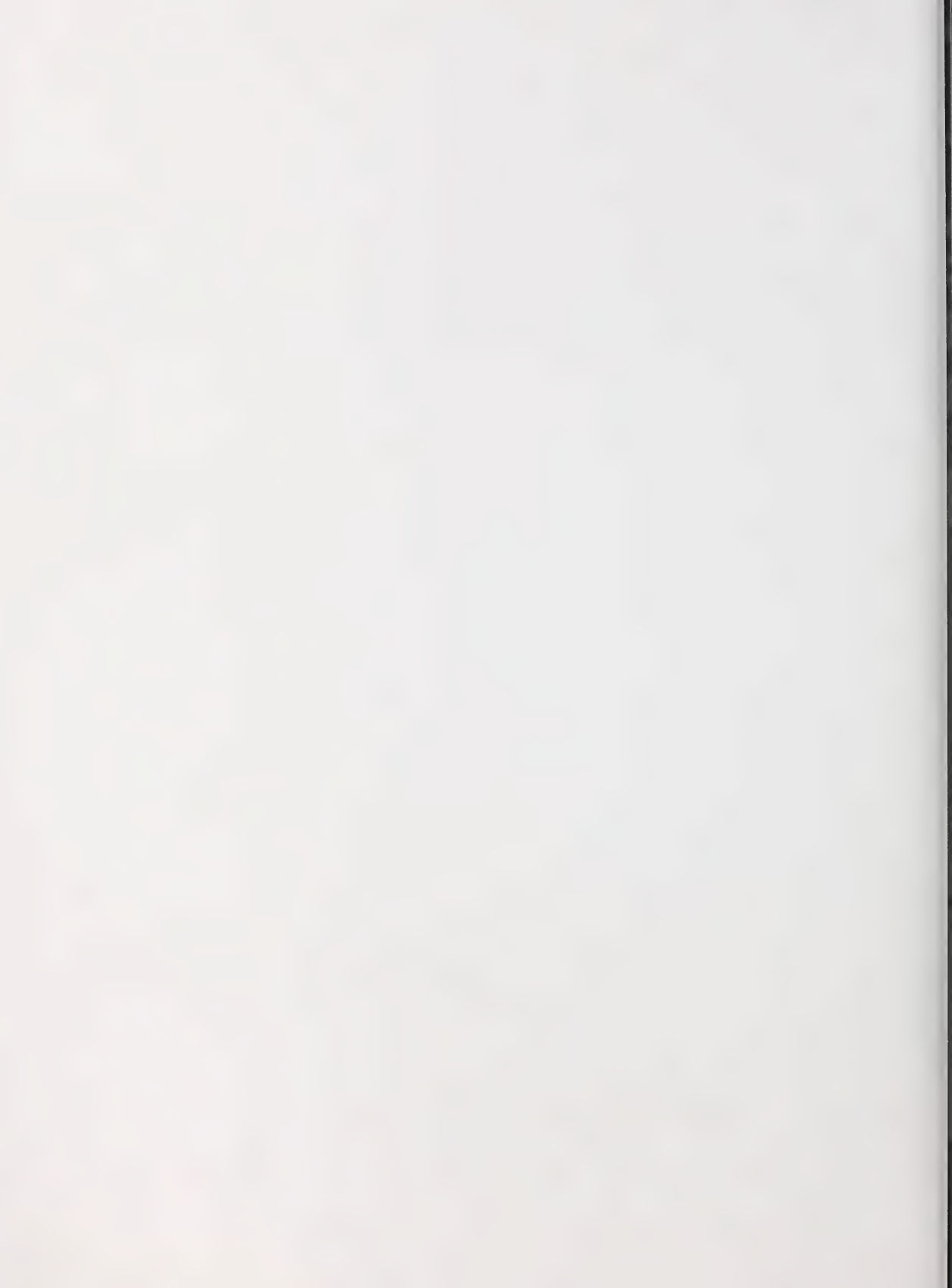
reading
representing
viewing, listening
writing & speaking

adventure
Journey
discovery



Unit 2

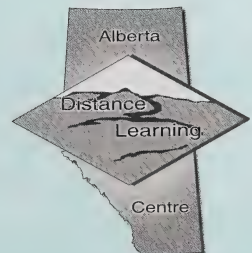
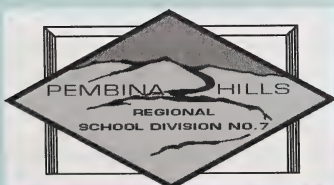
English 10-2



English 10-2

Unit 2

Heroism: Choosing Positive Role Models



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Jackson, Patricia

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The address is as follows:

<http://www.adlc.ca>

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Unit 2: Heroism: Choosing Positive Role Models



In the previous unit, “Introduction: Looking Ahead”, you thought about what you want in life and what you have to do to obtain it. How you seek those goals demonstrates your values and beliefs. Determining what is important to you involves a difficult process of observation and analysis.

Who you are or who you become is influenced by the individuals society admires. For whatever reason these people are singled out, the implication is that they are extraordinary in some way and are noteworthy. In longing for acceptance, you may look to these individuals for some hints of what actions, thoughts, and behaviors you need to develop.



This task is particularly complicated because society's 'notables' are from every walk of life and employ a range of morals and values. You must be cautious in determining which individuals are worth emulating and whether their type of fame is desirable.

Sometimes society honors those who accomplish feats that save lives or ensure the safety of those around them. These feats are often done without consideration of personal benefit or safety and almost verge on the illogical. What you need to consider is what makes a hero. How would you recognize one in your surroundings? Should you use him/her as a role model?

These are some of the considerations you will be analyzing during this unit.

Outcomes of the Heroism Unit

You will

- Examine a variety of texts (song, articles, short story, speech) for a common theme
- Write original journal entries, song, and satire
- Complete various charts and short-answer questions
- Use pre-reading strategies
- Differentiate between personal and expository writing
- Consider varying points of view
- Review the elements of fiction
- Collect sources for a research project
- Plan a profile
- Complete grammar exercises on quotation marks and vivid verbs
- Keep a vocabulary log
- Polish an original piece for your "Vistas Worth Visiting" Portfolio



Section 1: Super Heroes

As children, you were probably first introduced to heroism through fictional characters from comic books, cartoons or videos. Batman and Robin, the Power Rangers and Spiderman dive into danger to protect the innocent and defeat evil. However, when these super heroes are disguised as ordinary citizens, they are unknown. Only when they draw on their super powers to perform extraordinary feats do they gain status and respect. Some members of society long for similar recognition, and practice the habits of ‘superhumans’ in attempting to ‘save the day’.



Journal Entry 1: Reflections on Heroism

In your *Crossroads* text, analyze the division pages (pp. 8 - 9), which begin this unit. Some of the individuals in the photos are famous while others are ordinary citizens going about their daily routines.

In your journal, write a paragraph on the idea presented in this collage. Discuss your reaction to this visual message. You may respond to the following questions as a guide or discuss your own thoughts on the matter.

- Who are these individuals?
- Why are their photos included in this unit?
- What does the sub-title, *What Makes a Hero?*, imply about them?
- Whose photo would you add to this page if you could? Why?

Re-read your journal to make sure you have stated the ideas in the way you mean them to be interpreted. Review the ‘Evaluation of Journals’ scoring rubric in “**Introduction: Looking Ahead**” to ensure you have included all the necessary components.

Attach the following information to this entry:

- Your name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.

Assignment 1: “Superman’s Song”

Artists choose an assortment of forms to present their opinions on various issues. In “Superman’s Song”, popularized by a Winnipeg band, Crash Test Dummies, Brad Roberts compares two super heroes and suggests that one is superior to the other.



READ the lyrics to “Superman’s Song” on pages 10 and 11 in *Crossroads*.

Pre-Reading Strategy

To help you focus during this activity, first read the questions for “Responding to the Song” on page 11 before reading the selection.

Now respond to the following questions, which are arranged in two categories: **Format** and **Content**. ‘Format’ questions ask you to analyze the author’s structure – how a selection is put together – while ‘Content’ questions ask you to consider the author’s ideas and evidence.



WRITE your answers to these questions in the space provided in your **Response Booklet**.

Format

Brad Roberts uses several **allusions** in his song to communicate meaning.

allusion - is an indirect reference to a person, story, or situation in literature or history

For instance, if someone has such faith in his own opinion that he is willing to fight against everyone else, he may become known as the “St. Joan” of the group. St. Joan of Arc is world renowned for fighting against the enemy of her country and even her king to uphold her beliefs, so using her name makes everyone think about the connection between the saint and the member of the group. Thus, mention of St. Joan is an allusion to some trait or action of hers.

1. Search for information on ‘Tarzan’, ‘Clark Kent’, and ‘Solomon Grundy’ and explain the significance of these to the song. Complete the chart in the **Response Booklet**.



READ “Reading Poetry” on page 30 of *Reading and Writing for Success*.

1. Identify the three elements of poetry exist in this song. Refer to specific detail in the song as support for your explanation. Use the following chart for your responses. Notice that “shape” has been done for you.

Poetic Elements	Details in Song
Music (Sound)	
Imagery (Imagery)	
Structure (Shape)	<p>Repetition of uppercase “S” in words in the title represents the letter Superman wore on the front of his costume</p> <p><u>Stanza 1</u> - compares Tarzan and Clark Kent</p> <p><u>Stanzas 2 & 3</u> - uses 8 lines to describe Superman; addresses the average person for the first time as “Hey Bob”</p> <p><u>Stanza 4</u> - has only 2 lines describing Tarzan, emphasizing his inferiority to Superman</p> <p><u>Stanza 5</u> - speaks of Superman as hero because he rises above the frustrations of daily life</p>

Content

1. Complete the charts to compare the characteristics society would find admirable for Superman and Tarzan. One characteristic and evidence from the song is supplied for each to help you understand what you are to do.

	Superman	Evidence in Song
Admirable Characteristic	<i>courageous</i>	<i>“forced himself to carry on”</i>

	Tarzan	Evidence in Song
Admirable Characteristics	<i>decisive</i>	<i>"he'd just come along and scoop 'em up under his arm"</i>



2. Complete the chart to demonstrate the unfavourable aspects of the lives of Superman and Tarzan. One characteristic and evidence from the song is supplied for each to help you understand what you are asked to do.

	Superman	Evidence in Song
Unfavourable Aspects of Life	<i>not well paid</i>	<i>"Superman never made any money for saving the world"</i>

	Superman	Evidence in Song
Unfavourable Aspects of Life	<i>not very intelligent</i>	<i>"dumb as an ape"</i>

3. Plan a song commemorating someone you regard as heroic. The following questions may help you organize your information.

- a. The individual I regard as heroic is _____
- b. What actions or characteristics of this individual do you want to emphasize in your selection?
- c. Which allusion is most appropriate as a comparison when discussing this individual? Explain.
- d. What style of music (country, rap, rock'n'roll, jazz, blues, opera, gospel, pop) best fits a tribute to this individual? Explain the individual's characteristics and then connect that style with the type of song you choose.
 - *If a friend always criticizes provincial and national affairs and demonstrates for various causes, a folk song would represent him best. Folk songs are known as "the voice of the people" because the lyrics speak against political decisions that may negatively impact society.*
 - *Another friend who talks repeatedly, with exaggerated emotions, about his problems may best be represented by a rather long, boring piece from an opera.*

Your connections between the individual and the music style will be explained with more detail than in these examples for the reader to more easily understand your point. Be creative and have fun with this assignment.

The following rubric outlines the expectations and evaluation for your plan:

5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • shows insight in choice of allusion and match between song format and heroic individual 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • shows basic understanding in choice of allusion and match between song format and heroic individual
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • shows thought in choice of allusion and match between song format and heroic individual 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> • shows confusion in understanding of allusion and match between song format and heroic individual





Vistas Worth Visiting: Writing A Song

Perhaps now is the time to add to your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**. “Superman’s Song” may inspire you to write a song from the plan you created about an individual you consider noteworthy. Remember that a song may be brief but it must include enough information for the reader to understand that this person is unique in some way.



Vocabulary Log

Write definitions for the following words from “Superman’s Song” in your vocabulary log.

- gent (line 4)
- junglescape (line 6)
(This word may not appear in your dictionary as such. Consult ‘jungle’ and ‘landscape’ to interpret its meaning.)
- despair (line 9)

Remember, use each word in a sentence of your own and provide a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.



Assignment 2: “Action Hero”

When ordinary individuals see their neighbours in peril, they act in a variety of ways to offer assistance. Some quickly seek help from those more qualified while others put their own lives in jeopardy to save time and lives.

In his article, “Action Hero”, Rulon Openshaw suggests that sometimes acts of heroism are nothing more than actions without thought that end without mishap.

READ “Action Hero” in *Crossroads* on pp. 12-14.

RESPOND to the following assignments in your **Response Booklet**.

Format

Writers use one of two formats to convey their opinions on specific topics. In **expository** writing, they explain their viewpoint at a distance using the third person point of view.

Example: *Car racing is one of the most exhilarating sports today. Drivers put their lives on the line in vehicles traveling more than 200 miles per hour for a mere trophy and a bit of fame.*

In **personal** writing, writers speak about actual experiences, thoughts and feelings they have had using the first person point of view.

Example: *I love the exhilaration of driving 200 miles an hour down a track because I want to be the one who receives the trophy and the fame.*





1. Which of these writing formats does Openshaw use in “Action Hero”? Select two sentences from the essay to support your answer.

Writing Format	Support from Selection	Support from Selection

2. In “Literature Studies” on page 15 of *Crossroads*, you are given a definition of **tone**. A writer chooses his words carefully to communicate his attitude about his subject matter.

For example, when he writes, “Good nutrition is essential to good health”, the use of the word ‘essential’ tells the reader that his attitude about this topic is very serious. When he writes, “Good nutrition could perhaps have some bearing on good health”, his use of the words ‘could perhaps’ indicates that he is unsure about the topic.

Openshaw’s tone or attitude in this piece is serious.

- (a) Select several words or expressions that demonstrate his seriousness.
- (b) Explain why that tone is appropriate for his subject matter.

Content



1. Openshaw writes about his ‘heroic adventure’ not solely to entertain but to make a point about heroes, which he does in the conclusion of his article. What is Openshaw suggesting about how various individuals are labelled as heroes? Refer to specific details in the article to support your viewpoint.
2. The purpose of reading about an incident in another person’s life is to learn from the consequences before that happens to you. Apply Openshaw’s experience to your life. How does he caution you about performing heroic deeds when you deal with conflict?



Vistas Worth Visiting: First Person Point of View

Perhaps now is the time to add to your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**. “Action Hero” may inspire you to write about a personal experience using Openshaw’s work as a model. You could write about an incident involving bravery or foolishness that happened to you or someone you know.

Openshaw used the first person point of view (I, we) because he was directly involved in the action. Use the first person point of view to show how closely you were involved or how closely you observed the action. What you learned from the incident should be clear in your piece of writing.

Your account of this experience should be approximately 500 words.



Vocabulary Log:

Write definitions for the following words from “Action Hero” in your vocabulary log.

- assailant (paragraph 2)
- imminent (paragraph 3)
- reverentially (paragraph 9)

Remember, use each word in a sentence of your own and provide a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.



Section 2: Heroes Among Us

Rather than always using essay format to communicate their messages, writers sometimes prefer to use a different genre or style of literature. Short stories are a popular mode of fiction for several reasons. A well-written story can entertain, educate, provoke thought or relieve anxieties.

- The setting establishes a mood and appeals to the senses and imagination.
- Characters who behave realistically allow the reader to identify with the situation in the story.
- The plot compels the reader to discover what happens and thus learn something about human nature.
- Because of characters' beliefs and values, the conflict seems realistic.
- An individual can apply the message to his relationships and surroundings.

Short stories contain several basic elements.



READ *Crossroads* (pp.68–69) and *Reading and Writing for Success* (pp. 12–13) for detailed information on these elements.

Characterization

Characters must be clearly and realistically developed if the reader is to make emotional connections with the intended message. Their personality traits and motivation for action must appear logical or the reader will dismiss the selection as inferior and simply stop reading. Characters, like the people in our neighbourhoods, can play a major or a minor role in the action. Characters can develop in complexity, change completely because of events, or they can remain the same.

There are three main methods of portraying characterization realistically:

- The character reveals his traits in what he says, what he does, what he thinks, and what he expresses through his appearance.
- Other characters talk about and react to the character.
- The author describes a character directly.

There are various types of characters, three of which are most common.

Character Type	Definition	Example
Dynamic	This character changes his viewpoint throughout the course of the story.	A woman who believes that people are basically good is injured by muggers and determines never to trust anyone again.
Static	This character has several distinctive traits but does not change throughout the course of the story.	A man who is respected in the community for high moral standards will defend someone he believes innocent even though the defendant is condemned by the majority. The respected man's views are the same at the end of the story as at the beginning despite his difficult experiences.
Stock/ Stereotype	This character's depth and personality are so recognizable, readers know what to expect from him or her.	The mad scientist, mean stepmother, the nerd, the neighbourhood brat are in this category.

Plot

The plot is the name given to the actual events, or what happens, in a story. These events build to a climax, or high point and then are resolved in some manner. There are five elements of plot:

- 1. Initial Incident** – After characters are introduced, something happens to cause a problem.
- 2. Rising Action** – Characters are subjected to conditions, which create tension.
- 3. Climax** – The point at which the main character makes an unfavorable decision that affects the majority and determines the outcome.
- 4. Falling Action** – Characters react to the climax based on their own values and beliefs.
- 5. Conclusion** – The conflicts are resolved. The fate of some characters is revealed.

Conflict

The plot is always centered on conflict, which can be one or more of the following:

- Man against man
Example: one person fighting or arguing with another
- Man against environment (this includes man against society)
Example: a farmer loses his crop to a hailstorm
- Man against himself
Example: person knows what action is right but is tempted to do wrong

Point of View

Every story is told from someone's point of view, whether a character or the author. To determine the viewpoint, look for the pronouns (I, we, he, they) used outside of dialogue.

Pronoun	Explanation & Example	Point of View
I, we, me, us	<p>When a character is <u>involved</u> in the action or <u>observes</u> the events taking place, the text may be written as follows:</p> <p>(a) <i>I asked Dana how she could use Jerry as she did.</i></p> <p>(b) <i>I watched as Dana and Jerry argued.</i></p> <p>Readers have to be aware that this character's opinions are influenced by his limited knowledge and prejudices. Thus, he may not be correct in his judgement of other characters.</p>	Both examples demonstrate the <u>first person</u> (I) point of view
he, she, it they, them	<p>When someone outside of the plot tells the story, the text may be written as follows:</p> <p><i>Tom watched Dana and Jerry argue. He had no intention of getting involved. Little did he know that he was the cause of their disagreement.</i></p> <p>The person telling the story in this case knows what each character is thinking and feeling, so he has an "all knowing" perspective. Readers can more easily understand a character's motivation because it is presented directly.</p>	Use of these pronouns (he, their) or proper names (Tom, Dana, Jerry) indicate an omniscient point of view ("omni"= all "scient"= knowing, Latin)

Intended Message

The intended message is the main idea of the story, or the author's comment on daily life. Once an author knows what he wants to say, he selects characters, setting, conflict, plot, etc. to help explain his message.

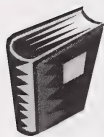
For example, after reading "Superman's Song", you notice that Brad Roberts praises Superman who "never made any money for saving the world", "forced himself to carry on", and was probably "tempted to just quit and turn his back on man." Unlike the selfish "king of the jungle", Superman selflessly "kept on changing clothes ... till his work was through."

When you step back from this song and ask yourself what Roberts is saying about daily life, you may conclude that he believes that those who put the needs of others ahead of their own are special individuals. When you state the author's intended message as it applies to you and not the characters in fiction, it becomes more meaningful as advice for life.



Assignment 3a: Responding to “The Visitor”

“The Visitor” is a short story about the difficulties experienced by inhabitants of a dying Newfoundland town and one man’s attempt to find hope for the future.



READ “The Visitor”, on pages 14 to 24 of Reading and Writing for Success.

Plan and write a response to “The Visitor”.

- Follow the directions in “Tutorial 1: Responding to a Story” on pages 25 and 26.
- Use the sample student response in the right-hand column on page 26 as a guide for your work.
- Edit your work using “Checklist: Responding to a Story” on the bottom of page 26 of Reading and Writing for Success.
- Place your polished copy in the space provided in the **Response Booklet**.



The following rubric outlines expectations and evaluation for your response.

4	Excellent <i>The student...</i> <ul style="list-style-type: none">• discusses ideas in a thorough, insightful manner• selects precise support from the fiction• uses fluent and controlled communication
3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• discusses ideas in a relevant, thoughtful manner• selects predictable support from the fiction• uses clear communication
0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• discusses ideas in a superficial manner• selects vague support from the fiction• uses unclear or blurred communication

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 3b: Analyzing “The Michelle I Know”

Apply your knowledge of the elements of short stories to a selection in *Crossroads*.

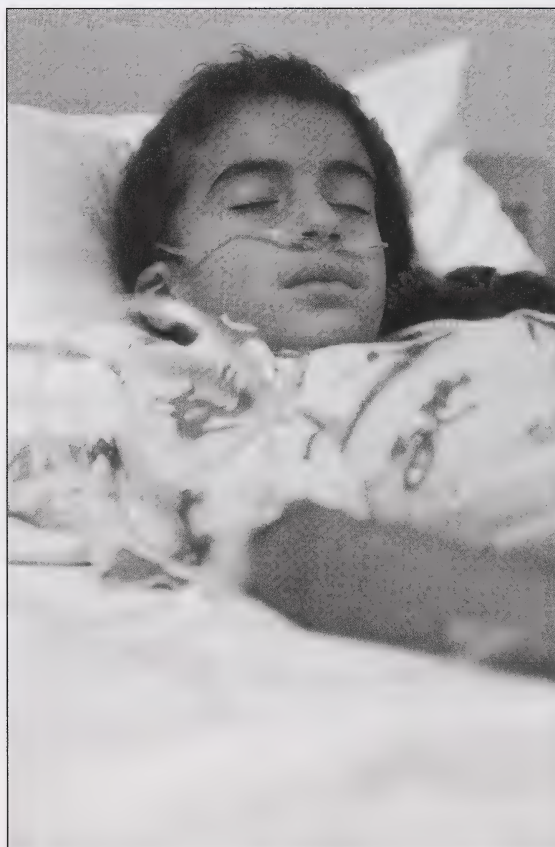
READ and analyze the story, “The Michelle I Know”, on pages 16–23.



Pre-Reading Strategy

Before you read “The Michelle I Know”, read the following questions on format as well as the questions in *Crossroads* on page 23.

Reviewing questions first is a pre-reading technique that helps focus key information.



To ensure your work in the **Response Booklet** is your best, plan your answers on your own paper.

Format

1. Using the information from *Crossroads, Reading and Writing for Success*, and this unit booklet, complete the following practice chart to demonstrate how “The Michelle I Know” uses elements of the short story.

Elements of Plot	Story Details
Initial Incident - What problem complicates life for the main character?	
Rising Action - What conflict adds to the main character's tension? What is done to help her solve this problem?	
Climax - What difficult decision does the main character make?	
Falling Action - How do other characters react to the main character's decision?	
Conclusion - How is the main character's problem resolved?	

2. Choose two characters from the story.
Categorize these according to their type (dynamic, static, stock/stereotype).
Write two references or quotations in the story that support your opinion.

Character	Categorize	Evidence from the Story
a.		
b.		





Content

The purpose of analyzing the various literary elements in a piece of writing is to draw some conclusions about the author's message or theme.

1. In "The Michelle I Know", Michelle experiences certain frustrations associated with her illness and makes assumptions about how others will react towards her. What can you conclude about how people jump to incorrect conclusions when they feel insecure?

Michelle's Feelings about Illness	Assumptions About the Reactions of Others

Your conclusion about hasty assumptions

--

2. Even though you may not be in Michelle's situation, you can learn about dealing with people from her experience. Explain what you think the author is suggesting about dealing with people. How could you benefit by understanding this message?
3. Could any of the characters in this story be regarded as heroic? Could any be regarded as positive role models? Explain your response in complete sentences.

Personal Connections



1. In what ways could one of the characters in "The Visitor", "The Michelle I Know" or "Action Hero" be a hero or positive role model for you?
2. What strategy or idea have you learned or had reinforced in this section which may help you with problem-solving?



Vistas Worth Visiting: Write a Story

Perhaps now is the time to add to your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**. “The Michelle I Know” may inspire you to write a short story, of approximately 500 words, about an individual in a difficult situation.

Remember that a story must include elements of plot and characterization to help the reader understand how the intended message applies to life. You may find the information in *Crossroads* (pp. 68 and 69), “How To Develop a Plot”, useful in this endeavour.

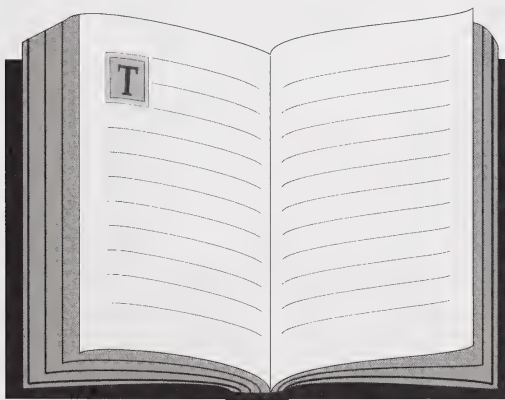


Vocabulary Log

Write definitions for the following words from “The Michelle I Know” in your vocabulary log.

- monotony (paragraph 4)
- remission (paragraph 17)
- coaxed (paragraph 58)

Remember, use each word in a sentence of your own and provide a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.





Journal Entry 2

Dr. Martin Luther King, Jr., a civil rights activist, suggests that acts of heroism are expected, and are measures of a good person.

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. The true neighbour will risk his position, his prestige and even his life for the welfare of others. In dangerous valleys and hazardous pathways, he will lift some bruised and beaten brother to a higher and more noble life. Dr. Martin Luther King, Jr. 1963

He often spoke very strongly about acts of selflessness and sacrifice for the brotherhood of humanity. King promoted his beliefs by practicing selflessness, sacrifice, and acceptance of brotherhood through non-violent means. (*Crossroads*, pp. 259–263)

For society to progress, individuals need to conform to suitable behaviours. Laws are instituted and upheld to make this an efficient process. When someone breaks a law, he is punished because his actions are regarded as detrimental to societal advancement. However, throughout history, a few individuals, such as Rosa Parks, gained respect because they challenged laws they regarded as unfair or unjust.

Consider the following question with regard to upholding the law:

Can an act of defiance ever be regarded as heroic?

In your response of a paragraph or two, be sure to:

- Summarize what you said about heroism in your first journal entry.
- Show that you know what ‘defiance’ means and create a hypothetical situation, or an imaginable setting, in which you test your opinion.
- Answer the question within your piece of writing.

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the ‘Evaluation of Journals’ scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry:

- Your name
- File number
- Unit title
- Journal number

Now place this entry with the others in your **Response Booklet**.

“Rosa Parks’s Heroism Still Inspires”

Newspaper and magazine articles are arranged in a format that gives readers several hints about the content before they even begin to read. Instructions for **pre-reading analysis** are given on pages 58 and 59 in *Reading and Writing for Success* to help you focus your thinking before you begin a selection.

READ “Reading News Articles? in Reading and Writing for Success, pp.70–71 to learn some helpful hints for improving reading comprehension.





Assignment 4: Pre-Reading Clues to Meaning

Turn to “Rosa Parks’s Heroism Still Inspires”, *Crossroads*, pp. 28-30, a newspaper article written by Sandy Banks in which she discusses her reaction to meeting a hero.

Use the information you learned about pre-reading to answer the following questions before you read the article.



1. What three pieces of information are you given in the title?

- a. _____
- b. _____
- c. _____

2. What added information does the ‘teaser’ to the left of the title supply?

- a. _____
- b. _____

3. What do you conclude about Rosa Parks from the two visuals and their captions on pages 29 and 30?

4. When you read the article, what questions do you want answered that are not directly addressed in these pre-reading prompts?

READ “Rosa Parks’s Heroism Still Inspires” (pp. 28-30).

Answer the following questions about the content of the article.



Content

1. Sandy Banks says, “...Puff Daddy, Leonardo DiCaprio, and the Spice Girls have to move over. They’re about to be bumped by a new face on the bedroom wall.” What is she implying by this statement?
2. Rosa Parks defies the law by not giving up her seat on the bus. In your judgement, was this act heroic? Be sure to provide support for your point of view.



Vistas Worth Visiting: Create a Speech or Visual

Perhaps now is the time to add to your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**. You may choose either a speech or a visual for your format.

A. Choose a Speech

If you choose this assignment, refer to *Reading and Writing for Success* (pp. 234-237) for helpful hints on how to write and present a speech.



Rosa Parks's Heroism Still Inspires" may inspire you to write a speech about an individual who challenges destructive practices. You could record your speech on an audio cassette and send it with your **Vistas Worth Visiting** portfolio. Remember to clearly outline the problem as well as your suggestions for improvement. Your speech should highlight your main concerns without offending others.

B. Choose a Visual

If you choose this assignment, refer to *Reading and Writing for Success* (pp. 249-250) for helpful hints on how to present a poster or ad.



Perhaps you would prefer to construct a poster or brochure that demonstrates how a current law or tradition hurts a portion of our society. Remember to clearly outline the problem as well as your suggestions for improvement. Your visual should highlight your main concerns without offending others. Send it with your **Vistas Worth Visiting** portfolio.



Vocabulary Log

Write definitions for the following words from "Rosa Parks's Heroism Still Inspires" in your vocabulary log.

- diva (paragraph 5)
- civil (paragraph 8)
- indignation (paragraph 9)

Remember, use each word in a sentence of your own and provide a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.

Section 3: Research Project

Assignment 5: Beginning a Research Project

After reading about individuals such as Rosa Parks and Dr Martin Luther King, Jr., you can identify characteristics in others that society categorizes as 'heroic'.

Terry Fox and Jerry Lewis raised money for those with cancer or physical disabilities, Elijah Harper helped overturn the Meech Lake Accord, and Winston Churchill encouraged the Allied Forces to work together to win World War II. These heroes may be interesting subjects for a research assignment.

Choose a well-known individual, not already mentioned in *Crossroads*, whom you consider 'heroic', someone who has fought against challenge and controversy to help humanity.



Choosing a Topic

1. Answer the following questions for the individual of your choice.

- a. The individual I want to research is...
- b. I chose this person because...
- c. I know the following about him/her:
- d. I think he/she is heroic because...

Purpose of Research

When your interest is piqued by something you have read, you will often pursue further information by using available sources. Research results in knowledge that provides a broader understanding of the topic.

However, some of the information may be questionable for reasons such as incomplete, dated, or misinterpreted data. Thus, crediting the source of your research is very important. This offers your reader an explanation of your point of view. If your information is incorrect, your source is at fault, not you.

Specific details about sources are listed in a **bibliography** found at the back of a research paper.

bibliography –
list of sources
information on
specific subject

Finding Information

To find bibliographical information in texts, you need to look at two pages.

- **The title page**, the first page after the cover has
- Title of the text
- Author(s) or editor(s) names
- Name of the publishing company
- Place of publishing (one only)

Record this information exactly as it is written. When readers want to consult your source, they need specific details. If a publishing company changes its name slightly, perhaps by adding an abbreviation such as “Inc.” or “Ltd.”, readers who do not have that on their request form may not be able to obtain the text.

Sometimes several cities are cited as publishing centres. Readers of your work would order the text from the closest city (Canadian, if possible).

- **The copyright page**, the back of the title page with
- Date when copyright was established (after © symbol)
- Various editors
- Illustrators
- ISBN numbers
- Miscellaneous information

When several copyright dates are supplied, use the latest one. This will tell readers how current your information is.

Collecting Information

- Find sources for information about the individual you chose. Cite a minimum of six sources, at least two from each of the following categories - textbook, periodical, and electronic

You will be rewarded for including more than the required number of sources.

A sample chart of information from a periodical has been provided for you.

Periodical	
Author(s)/Editor(s)	None given
Title (article and book)	"Churchill", <i>Britannica Junior Encyclopaedia</i>
Publisher	Encyclopaedia Britannica, Inc.
Place of Publication	Toronto
Date	1975
Volume/Number	5
Page(s)	1516-1518

Important information found in this source:

This source contains information about Sir Winston Churchill's experiences in the military and as Prime Minister of British Parliament during WWII, his literary accomplishments, and prestigious awards. Six photos show Churchill in his various roles, including several with world leaders.

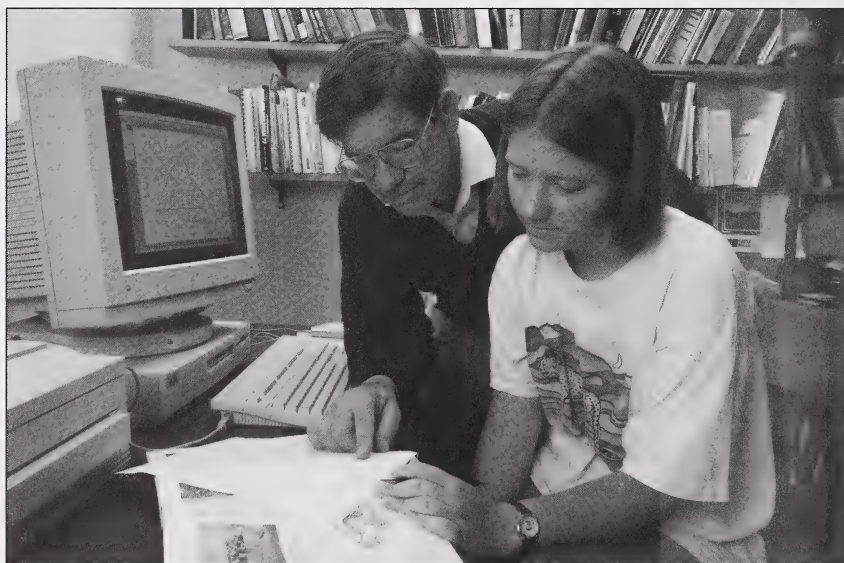
The following rubric indicates the expectations and evaluation for your assignment. Record your polished work in the space provided in the **Response Booklet**.



5-4	Excellent <i>The student...</i> <ul style="list-style-type: none">• supplies more than required number of sources for each category• records complete bibliographical information• provides significant information
3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• supplies two sources for each category• records most bibliographical information• provides adequate information
0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• supplies insufficient number of sources for each category• records incomplete bibliographical information• provides scant information

Personal Connections

1. Discuss how satisfied you are with the information you found regarding this individual.
2. What new information did you learn?
3. What information surprised you, if any? Why?
4. What did you find most difficult about this assignment?
5. What was the easiest part for you?
6. In what ways do you think research may be valuable or important?



Section 4: Heroes are Made

Well-known people are usually seen in the environment in which they excel. Because of this, no one stops to think of what they had to endure to receive the recognition they have today. The media shows them in all their finery, leading some to believe that they have always lived in that lifestyle. However, the opposite may have been the case. Individuals who experience difficulty sometimes later decide to dedicate their lives to helping others. Such is the case for Tom Jackson, popular singer and actor most famous for his role on the CBC drama *North of 60*.



Journal Entry 3

Charity means different things to different people, from contributing money to an organization to putting up refugees in their homes. Take a few minutes to consider your answer to the following questions before you write a response.

- What does charity mean to you? Why?
 - Present an alternative view to your opinion regarding charity? Explain with sufficient detail to clarify this perspective.

You may wish to include details of experiences you have had with receiving charity or with providing assistance for those in need.

In a paragraph or two, write your response to these questions in your journal.

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the ‘Evaluation of Journals’ scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry:

- Your name
- File number
- Unit title
- Journal number

Now place this entry with the others in your **Response Booklet**.



Assignment 6: “Tom Jackson”

The article “Tom Jackson” in *Crossroads*, pp. 32 – 34, is a **profile**, or short biography, giving a few well-chosen pieces of information to highlight the main point author Brian Bergman is making. Whereas a biography provides information pertaining to several aspects of an individual’s life, the purpose of a profile is to present only one noteworthy aspect of his identity.

READ “Tom Jackson” on pages 32 – 34 in *Crossroads*.

Answer the following questions in the space provided in the **Response Booklet**.



Format

In Assignment 2, you learned about two different formats for writing an article. Re-read those notes and then decide what type of format Brian Bergman uses in “Tom Jackson”. Support your answer with quotes from the article.

1. In “Tom Jackson” Brian Bergman uses the _____ writing format because he

The following two references/quotes from the article support my choice:

a.

b.

2. Brian Bergman brings Tom Jackson’s profile to life by letting the actor speak for himself. In the text, Jackson’s words are distinguished from Bergman’s observations with the use of **quotation marks**. This writing technique encloses the speaker’s exact words and uses punctuation that connects the speaker with his words.



READ pages 181-182 of *Reading and Writing for Success* for more information about writing effective dialogue. Then do the following application exercise in the **Response Booklet**.

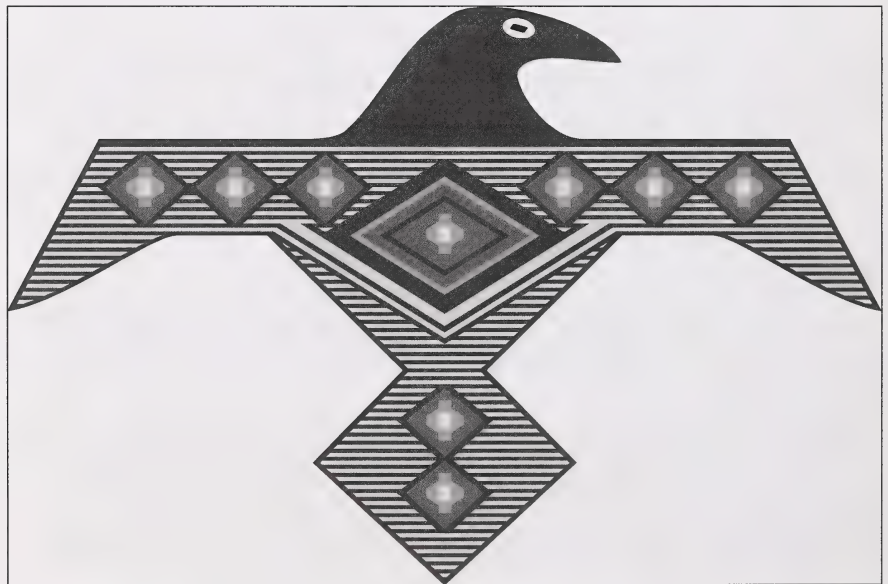
Add quotation marks, capital letters, and punctuation marks to these sentences as necessary.

- (a) Are you planning a long camping trip the park official asked
- (b) The camp counsellor replied we'll be out for six days
- (c) The campers said firmly we're ready for bad weather
- (d) Jordan Mary said have you ever pitched a tent before
- (e) Jordan said it must be inside out and then groaned as the tent collapsed

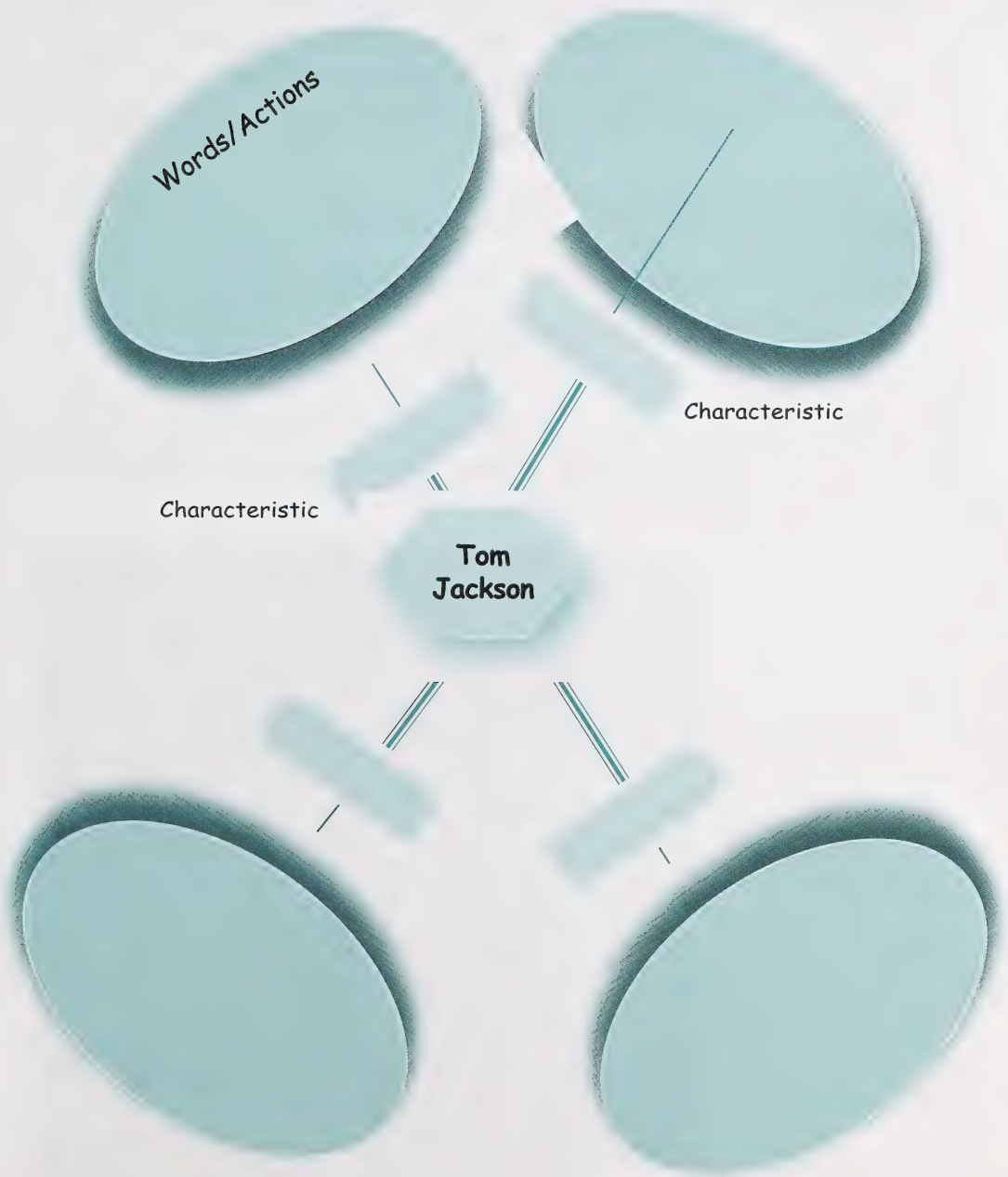
Content

1. What **characteristics** does Tom Jackson have that may be considered heroic? Give examples or quotations from the article to support each characteristic you list.
2. What **actions** of Jackson's may be considered heroic? Explain your choices.
3. You can deduce that a person has specific characteristics by analyzing his words and actions. You used a web in Unit 1: "Looking Ahead" to analyze your own characteristics.
 - (a) From Bergman's description of what Jackson has said and done, compose a web showing at least three of Jackson's favourable characteristics with support for each.
 - (b) Use the following chart to plan your web and then re-write a polished copy in your **Response Booklet**.

Jackson's Words/Actions	Implied Characteristic
"wringing every ounce of emotion" "just one of dozens of takes" "I'm addicted to this"	determined



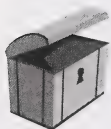
Put your information about Tom Jackson into the following web. As usual, transfer your polished work to the appropriate section in your **Response Booklet**.





Vistas Worth Visiting

Perhaps now is the time to add to your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**. The piece on “Tom Jackson” may inspire you to write a profile on an individual you consider noteworthy. Do some research to ensure you know the facts and to obtain any direct quotes the object of your study may have uttered. Remember that a profile may be brief but it must include enough information for the reader to understand that this person is unique in some way.

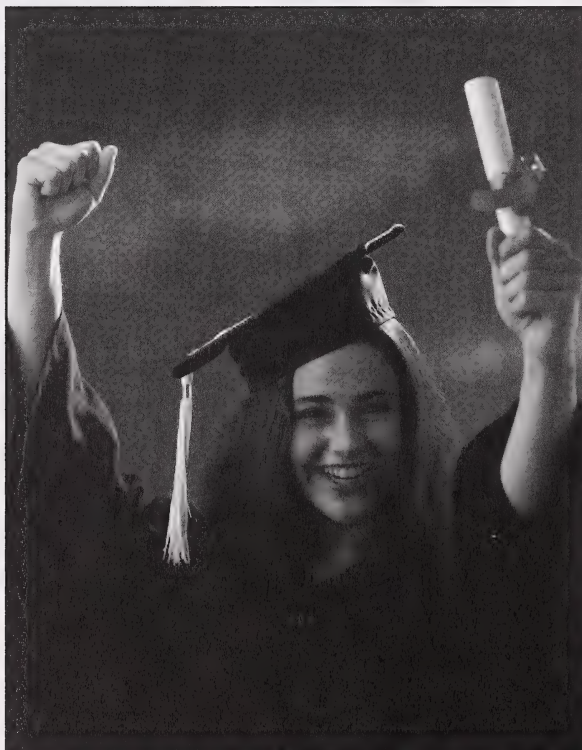


Vocabulary Log

Write definitions for the following words “Tom Jackson” in your vocabulary log.

- wringing (paragraph 1)
- philanthropic (paragraph 2)
- camaraderie (paragraph 3)

Remember, use each word that you are listing in a sentence of your own and provide a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.



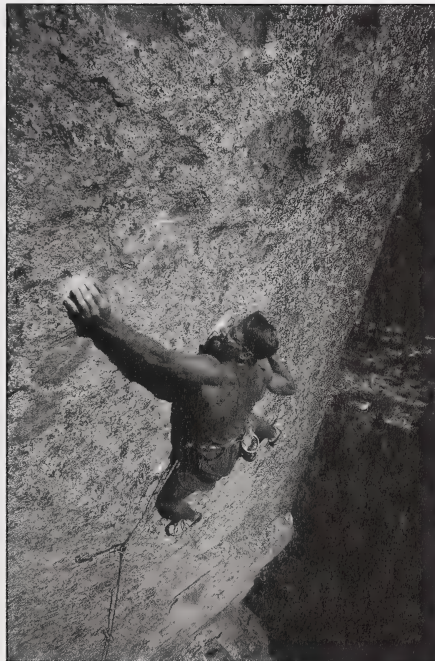
Section 5: Sports Heroes

Today's heroes tend to be athletes, musicians and actors, perhaps because heroism is confused with fame. Heroes appear to be given that status based on their abilities, not their actions. Sports 'heroes' extend their abilities and talents for success in competition; personal gain is the focus, with little concern for others. The true hero is one whose act of heroism demonstrates sacrifice of his comfort and even well-being for the safety of others without thought of reward or fame.

On pages 53–55 in *Crossroads*, Gary Lautens describes an imaginary encounter with a professional hockey player whose skill has brought him success. Lautens points out the shortcomings of society humourously. In a similar fashion, the television series, *Malcolm in the Middle*, makes fun of the sensitivities of teenagers. **Irony** is often used in **satire**. When Malcolm's older brother says, "That was *real* intelligent, squirt", he means that Malcolm has done something stupid.

READ "Man, You're a Great Player!" (pp. 53–55).

Answer the following questions in the space provided in your **Response Booklet**.



Satire - a type of writing that uses humour and irony to point out the shortcomings of an organization, person, or society

Irony - the use of an idea, word, or phrase to obtain the opposite of its usual meaning



Assignment 7: “Man, You’re a Great Player!”

Format

1. At what point in the story did you realize that Lautens was not being serious? Did the teaser or title give you any clues? Explain.
2. What features make “Man, You’re a Great Player!” a humorous rather than a realistic or serious sports piece?



Content

1. In this article, Lautens uses humour to make a point about the violence in hockey. What is the author’s intended message?
2. Lautens was a journalist known for writing humorous pieces. Would his message have been more effective if he had written a serious sports column? Explain your view.
3. Is this hockey player a hero? Why or why not? Refer to some individuals in the selections you have read in this unit to support your point.

Satire



Write an original satire, about one page in length, making fun of how some individuals regard their appearance. Someone may be obsessive about hair, for example. To make fun of this person, you could show how hair becomes the sole focus for life. A job, salary, vehicle, friends, etc. are important only if they highlight some aspect of the hair. Hats would be the enemy because they hide hair.

A plan will help you use your writing time effectively. Use the following chart to record and organize your ideas.

<i>Questions to Consider</i>	
<i>Sample Plan</i>	<i>Original Ideas</i>
<i>Who do I know who takes appearance too seriously?</i>	
Dolly	
<i>Which aspect of appearance will I make fun of?</i>	
Her "mile high" hair styles	
<i>How is this aspect exaggerated in importance?</i>	
She owns thirty-seven wigs ranging from six to fourteen inches high. Dolly is only five feet tall so her 'hair' is one third of her height.	
<i>How can I make fun of this?</i>	
Birds could be found nesting in her hair, she could get whiplash from a gentle breeze flowing through her hair, her custom-made bicycle helmet would be interesting, etc.	
<i>How do I want to end this satire?</i>	
When Dolly dies, her grave is forty-seven miles deep because she is buried wearing her best wig.	

Remember that the objective of this assignment is to give people a chuckle while showing the silliness of a topic that is taken far too seriously. Making fun of individuals simply to belittle them is pointless and has no value to satire or this assignment.

The following rubric indicates the expectations and evaluation for your satire.

5	Excellent: The student... <ul style="list-style-type: none"> • develops thorough plan • develops insightful ideas • uses impressive stylistic choices • expresses confidence in writing 	3	Satisfactory: The student... <ul style="list-style-type: none"> • develops basic plan • develops appropriate ideas • uses few stylistic choices • expresses clear writing
4	Proficient: The student... <ul style="list-style-type: none"> • develops clear plan • develops thoughtful ideas • uses effective stylistic choices • expresses competent writing 	0-2	Not Satisfactory: The student... <ul style="list-style-type: none"> • develops incomplete plan • develops inappropriate or incomprehensible ideas • uses awkward structures • expresses blurred communication



Vistas Worth Visiting: Write a Satire

You may choose to polish the satire you wrote in response to “Man, You’re a Great Player!” to include later in your Creative Collection, which is to be submitted with **Unit 6** and **Unit 9**.



Vocabulary Log

The speech of sports writers is full of **jargon**, the language of a particular group or profession. “Man, You’re a Great Player!” is full of these expressions that are particular to sports.

Write definitions for the following jargon from “Man, You’re a Great Player!” in your dictionary.

- high-stick (paragraph 6)
- Donnybrook (paragraph 25)
- ham-and-egger (paragraph 28)

List these words and their definitions in your vocabulary log. Remember to use each word that you are listing in a sentence of your own and to note a suitable synonym for each. Complete the vocabulary chart for this section in your **Response Booklet**.

jargon - the language of a particular group or profession

Final Section



Assignment 8: Mechanics Pit Stop

Read the following rules about vivid verbs in writing and use the exercise on this page to practice those rules.

Vivid Verbs

•A **verb** is a word or group of words that express an action or a state of being.

EXAMPLE: The dog barks. The wind blows through the trees.

•**Vivid verbs** are vigorous and descriptive, and provide the reader with better pictures of what is happening.

EXAMPLE: The dog growls. The wind whistles through the trees.



A. Replace each underlined verb with a more vivid verb. You could use a thesaurus to help you.

1. Dublin quickly ate the sandwich.

2. She quietly spoke to me.

3. He stopped for a few moments on the path.

4. Smoke from the chimney rose in the crisp fall air.

5. She ran to the enemy's camp.

6. The man fell to the ground.

7. Dublin opened the curtains to reveal his painting
-
8. Isatas and Kurt fixed the old house
-
9. The taxi and van ran into each other at the intersection.
-
10. The small plane will fly from Saskatoon to Winnipeg.
-
11. The young bird watchers watched the young herons with interest.
-
12. Sasha and Penny walked to the corner store.
-
13. They plan to knock down those trees to build a bank.
-
14. The dishes broke during the earthquake.
-
15. Asid planned to go down the rapids of Buffalo Narrows.
-
16. Savitri said she had never come to Vancouver before.
-
17. The Aztec king, Montezuma, was caught by Cortez.
-
18. Jasmine likes to swim in the ocean.
-
19. Eric will ask his friends to listen carefully during his speech.
-

20. No one cuts up a roast like Louis.

- B. Select three sentences you originally wrote in any of the assignments in this unit. Underline the verbs and improve them with more vivid verbs.

My sentence:

1. _____

Re-written with more vivid verb:

My sentence:

2. _____

Re-written with more vivid verb:

My sentence:

3. _____

Re-written with more vivid verb:



The following rubric indicates the expectations and evaluation for your exercises.

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• completes exercise with accuracy	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• completes exercise with some errors
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• completes exercise with near accuracy	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• completes exercise with many errors

Re-write your polished copy in the space provided in your **Response Booklet**.



Journal Entry 4

In this unit, you have had a chance to look at what society believes is heroic, and reflect on what you think should be considered heroic. Now is your chance to present your opinion.

In Journal Entries #1, #2, and #3, you wrote about your heroes and their characteristics. Turn to those now, and think about what you wrote. Is your opinion the same now as it was then? Are the heroic characteristics actually abilities or actions? Are there additional considerations when defining heroism?

Write a new entry, at least a page in length, which will be submitted for marks. Your ideas within the composition should flow coherently and include the following:

- Who you initially indicated as your heroes and their significant characteristics
- How your views may have changed
- What characteristics or actions you think make a hero
- An example of a hero and why he is heroic
- The connections you have drawn between yourself and the individuals in the selections you have read
- In what ways you can act more heroic

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the 'Evaluation of Journals' scoring rubric in "Introduction: Looking Ahead" to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry:

- Your name
- File number
- Unit title
- Journal number

Now place this entry with the others in your Response Booklet.



Assignment 9: Journals

In this unit, you have written four journal entries that you should now attach to your Response Booklet to send to your teacher. Your journal entries should be numbered and have your name and file number on each page. Journals are evaluated using the rubric shown in the Response booklet.



Assignment 10: Vocabulary Log

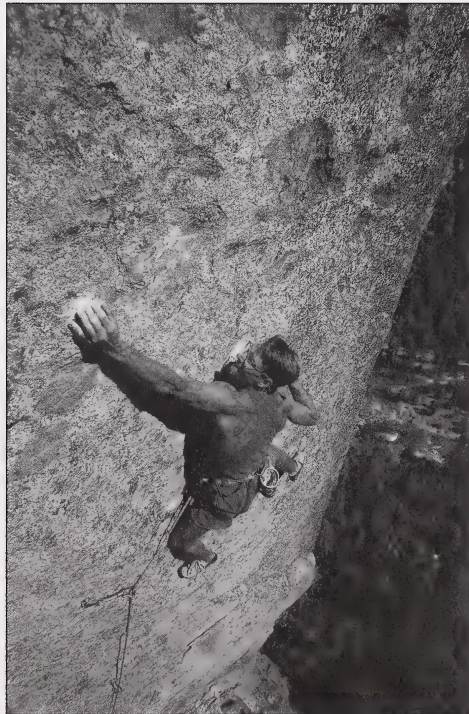
The vocabulary chart in your Response Booklet contains a list of words from each selection. For each word, make sure you

- write a clear definition
- provide a suitable synonym
- show its meaning in a sentence

Assignment 11: What Have I Accomplished?

In Unit 2, Heroism: Recognizing Positive Role Models, you have accomplished the following:

- Examined a variety of texts (song, articles, short stories, speech, satire) in regard to the theme of Heroism
- Written journal entries, a song, and a satire
- Completed charts and grammar exercises on quotation marks and vivid verbs
- Answered questions
- Collected sources for a research project
- Used several reading and pre-reading strategies
- Recognized elements of fiction
- Analyzed characteristics for a profile
- Differentiated between personal and expository writing
- Considered varying points of view
- Kept a vocabulary log
- Polished an original piece for your “Vistas Worth Visiting” Portfolio



Now you are to reflect on your progress during this unit. Respond to the following questions in complete sentences. Discuss your thoughts and actions while you completed the assignments. Space is provided in your **Response Booklet** for your answers.



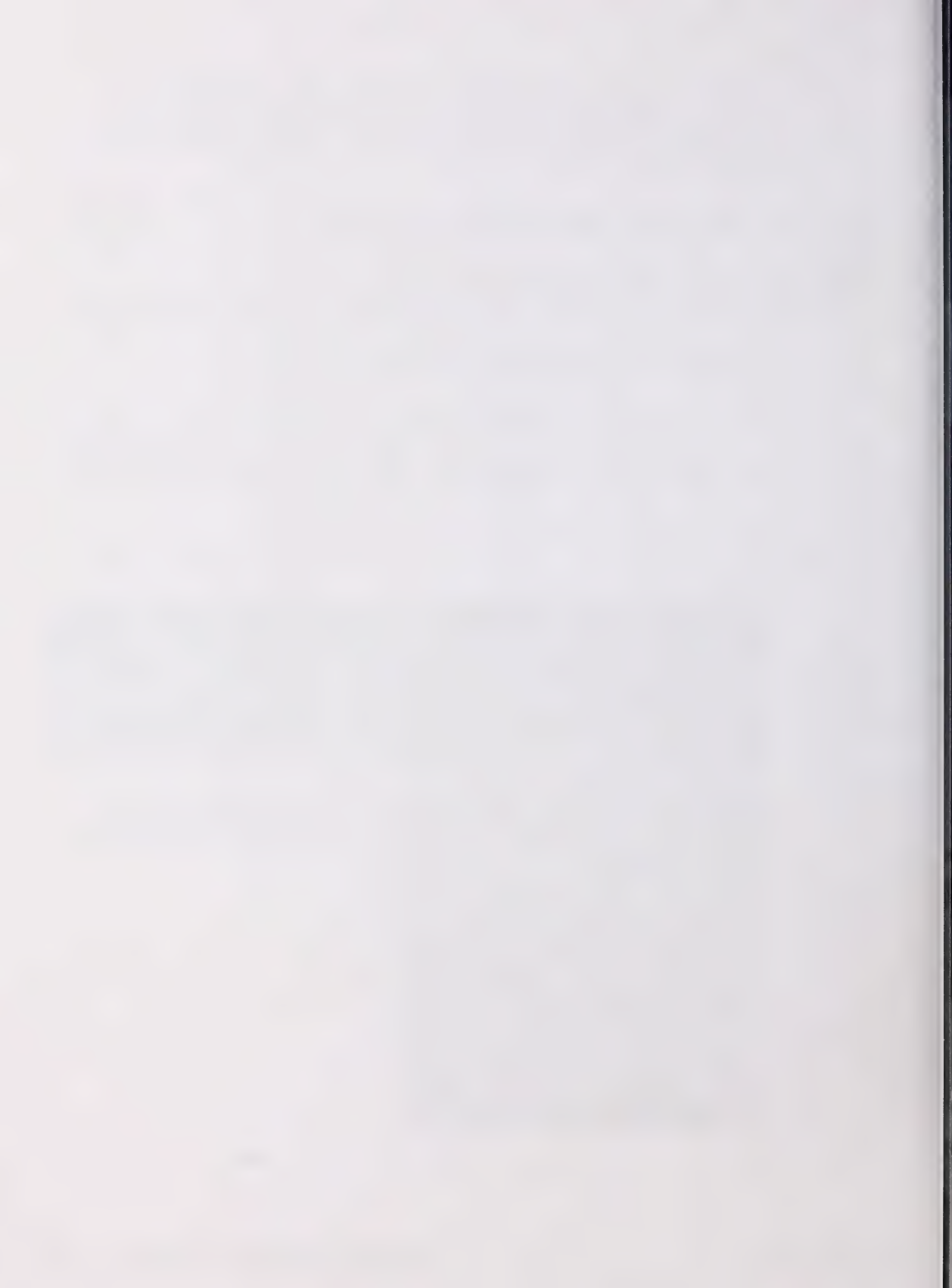
1. How involved did I get in these assignments? Why?
2. What risks did I take in these activities?
3. What connections did I make between information in the selections and my life?
4. What have I noticed about the way I learn?
5. What have I done differently in this unit that I haven't done before?
6. What have I done in this unit to accomplish the goals I set for myself in Journal 3 in the "Introduction: Looking Ahead" unit?

The following rubric indicates the expectations and evaluation for your assignment.



5-4	Excellent	3-0	Satisfactory
	<i>The student...</i> <ul style="list-style-type: none"> • shows evidence of critical thinking • writes detailed and complete responses 		<i>The student...</i> <ul style="list-style-type: none"> • shows little evidence of critical thinking • writes inappropriate and/or incomplete responses

You are ready to celebrate your efforts and send your polished assignments for grading. You can proceed to the next unit, *Media Influences: Shaping My Viewpoint (Print Media)*. In this unit you will examine the influence of the media on your opinions and values.



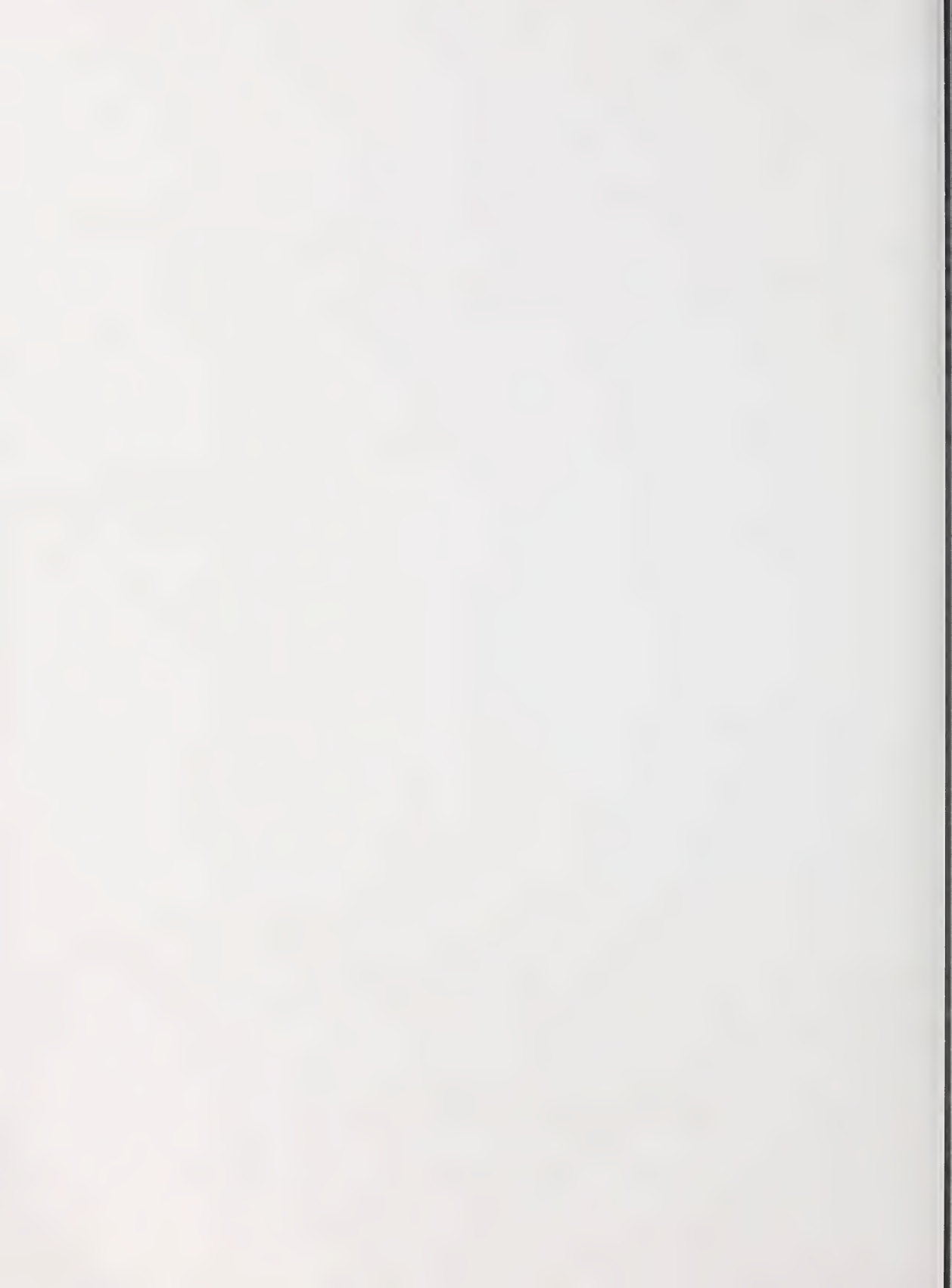
reading
representing
viewing, listening
writing & speaking

adventure
Journey
discovery



Unit 3

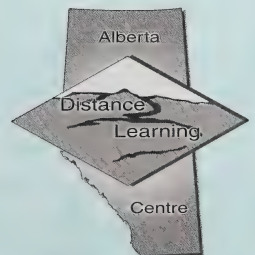
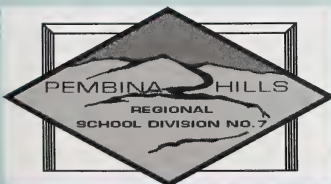
English 10-2



English 10-2

Unit 3

Media Influences: Shaping My Viewpoint - Print Media



Ray, Daniel

Jackson, Patricia

Alberta Distance Learning Centre - English 10-2

Pembina Hills Regional Division #7

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The address is as follows:

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Unit 3: Media Influences—Print Media

Introducing the Theme: How Does Media Influence You?



Mass media refers to the various means of communication like radio, television, movies, the Internet, newspapers, and magazines.

Today's society is served by a variety of powerful and influential **mass media** including newspapers, magazines, radio, television, film, and the Internet. News events in distant nations are reported in the media almost as soon as they happen. Public figures such as politicians, movie stars, musicians, athletes, television and radio personalities are constantly in the media spotlight and have little personal privacy. The public appetite for more information seems insatiable and advertisers are quick to attach their corporate messages to this free-flowing information.

In this unit you will examine the influences of print media, primarily newspapers and magazines. In Unit Four you will turn your attention to the electronic media, such as television, movies, videos, the Internet, and video games. As you work through the activities in these next two units you will be seeking answers to the following questions.

- What messages are the various media transmitting to me?
- What are the effects of these messages on my values, beliefs, and behavior?
- Is the information I am receiving from the media reliable?
- Whose opinions should I believe on controversial topics?
- How can I tell if I am being told the truth?
- Are advertisers being honest when they try to convince me to purchase and use their products and services?
- How can I fairly assess the information I am receiving to make sound decisions and choices in my life?

What other questions do you have about the role of mass media in your life?



Outcomes of the Media Unit

You will

- Examine a variety of texts (news stories, television programs, movies, poems, scripts, storyboards, essays, advertisements, photographs, art) that explore different aspects of media influence on personal values and beliefs
- Write journal entries, persuasive and promotional paragraphs, personal responses, a letter of complaint, movie and website reviews
- Create advertisements
- Perform a script
- Keep a vocabulary log
- Complete exercises on double negatives, abbreviations, vivid verbs and adjectives, and adjective clauses





Journal Entry 1: How Much Influence Do Mass Media Have on You?



READ “The Role of the Mass Media” on page 241 of *Reading and Writing for Success* and complete the media survey, also on page 241.

Answer the Media Survey questions as your first journal entry for Unit 3. Ask the same questions to five other people (family members, friends, neighbours). Note any interesting similarities or differences in their answers. Report your observations at the end of your journal entry.

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



The Print Media

The print media are an important source of information for people in society. Daily newspapers contain a variety of items that inform readers. Newspaper sections commonly include:

- Breaking local and world news stories,
- Weather forecasts,
- Stock market figures,
- Entertainment news and information,
- Consumer information,
- Opinion, advice, and lifestyle columns,
- Feature stories,
- Classified and feature advertisements,
- Sports news and scores,
- Word puzzles, comics, and television schedules.

Magazines present more detailed information in news or in special interest areas such as nature, sports, hobbies, lifestyle, entertainment, the arts, and so on. Magazines tend to rely more heavily on colour graphics (pictures, fonts, layouts) and a cover image or style that is attractive to their target audiences.





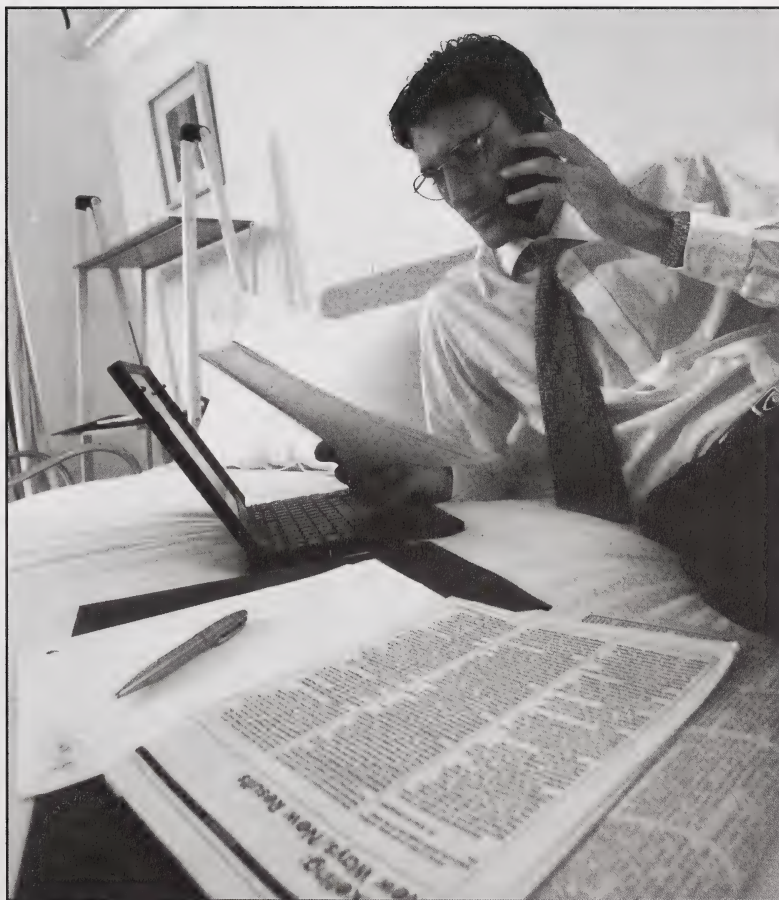
Journal Entry 2:

Which newspapers and magazines do you read?

For your journal entry answer the following questions in a paragraph.

- Which newspapers and magazines come to your home?
- Do you read them regularly?
- What types of information from the print media interest you? Why?
- What types of information from the print media do you choose not to read? Why not?

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Section 1: Reading the News

News articles are the mainstay of newspapers and are the primary focus of the front pages and sections of the large “dailies”. To read news articles effectively you need to be aware of their elements.



READ pages 70 -74 in *Reading and Writing for Success*.

Assignment 1: Elements of a News Article

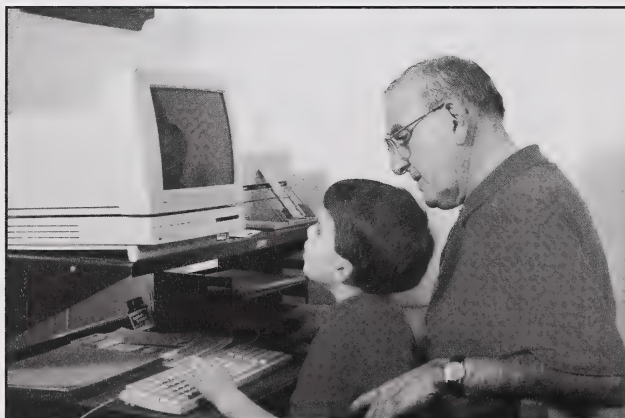
Complete the following quiz in the **Response Booklet** after reading pages 70-74 in *Reading and Writing for Success*.



1. Match the following terms with their corresponding definitions by placing the correct letter in the blank space.

a. Headline	___	The most important information presented briefly
b. Byline	___	Words used to describe events clearly
c. Placeline	___	Sums up the story and catches reader's eye
d. Lead	___	People's comments, word for word
e. Body	___	Tells where the story happens
f. Facts	___	Tells who wrote the article
g. Quotations	___	True statements about events
h. Vivid language	___	Additional information is listed

2. Using your own words, restate the four tips suggested on page 71 to help you get the most from a newspaper article.



Section 2: Analyzing News Articles



News reports must answer six important questions about events:

- Who did it?
- What happened?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?

Journalists also follow the “inverted pyramid” pattern of presenting the information. They begin with the most important facts in the lead then give the facts of lesser importance in the body of the article. This way even readers who read only the beginning of the report will get the most important information about the event.

READ Tutorial 9, “Analyzing a News Article”, on pages 75-77 in *Reading and Writing for Success*.

Complete Assignment 2 in the **Response Booklet** (also shown on the following page).



Assignment 2: Completing a News Article Analysis

Complete the analysis which follows below for the news story “DNA traces teacher’s lineage back 9000 years” found on page 77 of your *Reading and Writing for Success* text.

1. What are the first three words and the last three words of the lead paragraph?
2. Complete the 5W’s +H chart below by finding answers to the questions in the news article.

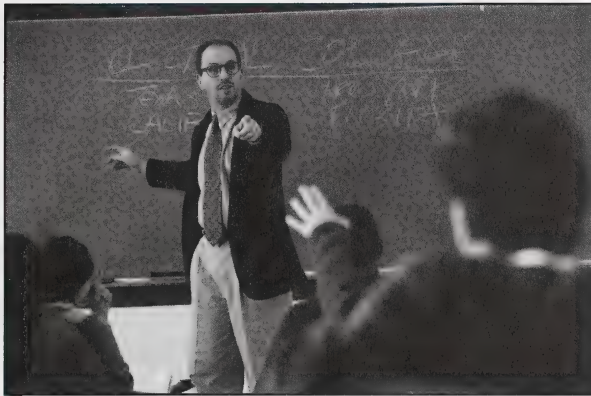
Questions	Answers
Who did it?	
What happened?	
When did it happen?	
Where did it happen?	
Why did it happen?	“TV Station HTV commissioned the study”
How did it happen?	“Using DNA from a tooth”

3. Complete the body details chart begun for you by filling in the missing information. Use your own words to explain what details are provided in paragraphs 2 and 4.

Details	Paragraph Number
	2
Significance of the discovery is explained	3
	4
Expert opinions on the findings are added as well as some background information	5

4. Does this article follow the inverted pyramid structure? Explain why you think so.
5. List three questions that you would like answered about this topic.

Section 3: News Sources



*news agency -
an organization
that gathers news
stories from
around the world
and sells them to
local publishers*

Many stories that you read in newspapers, such as the story you read earlier about Donovan Bailey by Cam Cole, will be credited to the reporter/author. Other stories are credited to a **news agency** such as Associated Press or UPI (United Press International).

You may have noticed that the byline of the article “DNA traces teacher’s lineage back

9000 years” identified the source of this report as Associated Press rather than listing the name of a reporter. News agencies like Associated Press supply news stories to news publishers around the world for a fee and you will see many stories from news agencies throughout the pages of large newspapers.

Selecting a News Story for Analysis

Now that you have learned some strategies for analyzing the printed news, it is your turn to choose a news story to analyze. Pick a recent news story that interests you and that is at least eight paragraphs in length. Clip out the article and any photographs and captions that go with it.

Then complete Assignment 3 in the **Response Booklet** making sure to attach or enclose the article.





Assignment 3: Student Selected News Article Analysis

Complete the analysis that follows below for the news story that you selected.

1. Why does this article interest you?
2. What is the source of this article?
3. Complete the 5W's +H chart by finding the answers in the article.

Questions	Answers
Who did it?	
What happened?	
When did it happen?	
Where did it happen?	
Why did it happen?	
How did it happen?	

4. Complete the body details chart below by filling in the necessary information in your own words.

Details	Paragraph Number

5. List three questions you have after reading this article.

Section 4: What's The Slant?

slant - is the main idea or point of view presented in a news story

bias - is a tendency to view things from only one point of view

News articles often present stories from a particular angle or point of view to attract the attention of readers. This point of view is called the **slant**. Reports about the same event written by journalists from different countries may present very different views to readers. Recognizing the **biases** that writers of news articles may bring to their stories is important. You can then consider other possible viewpoints before making up your mind about issues. *Reading and Writing for Success* illustrates slanting or bias in news stories by showing you two different accounts of Donovan Bailey's gold medal win.



READ Tutorial 10, “Seeing the Slant”, *Reading and Writing for Success* (pages 78-81).

Follow the directions under the heading, “Seeing the Slant for Yourself”, on page 80.

READ “Recognizing Bias” on pages 114-115 of the same book. Then complete the following Journal Entry.





Journal Entry 3: Considering Slants and Biases

After reading “Seeing the Slant”, answer the following questions in your journal entry in appropriate sentences.

1. Is the slant in “9.84” by Cam Cole acceptable to you or has Mr. Cole gone too far? Why?
2. What are some other types of bias that you might find in news stories? (The examples in your text include the following: ageism, nationalism, and bias against Hollywood films.)
3. What kinds of bias might be acceptable in a news story? Why?
4. What kinds of bias might be acceptable in a sports, fashion, or entertainment story? Why?
5. When do you think bias should be avoided and when can it be allowed? Give reasons to support your opinion.

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Analyzing Two News Articles for Slant

In Tutorial 10 (*Reading and Writing for Success*, pp.78-81) you analyzed two articles for bias or slant. Compare your analysis with the one completed below.

	"Perfect 10 goes to Canadians"	"Fantastic Four steal show from smug U.S. relay team"
Loaded words	<i>U.S. men stunned, all but forgotten, perfect pass, took it home, First time...United States...beaten, sixth-fastest time, no chance</i>	<i>Fantastic, steal show, smug U.S. relay team, respect, blitzed, cocky Americans, strike a blow, xenophobia...rampant, "no mention that...we were...world champions", exultation, little dig at the second-place Americans, "don't [get] respect", "on a mission", brilliant, accomplished the near impossible, turned ...American journalists into fans, cheering against the United States</i>
Slant	<i>The U.S. men's 4x100 m relay team unexpectedly lost to the Canadian team for the gold medal.</i>	<i>The Canadian men's 4x100 m relay team won the gold medal, defeated the "cocky" Americans and finally earned some well-deserved respect.</i>
Conclusions	<i>This article is <u>somewhat slanted</u> towards the American team because it places more focus on the loss rather than the winning team's accomplishment. The winning time is down played as only the sixth fastest on record. The American loss is excused because the Canadian team made a "perfect pass" of its baton giving the last American runner "no chance".</i>	<i>This article is <u>very clearly slanted</u> in favor of the winning Canadian team. This is a strong example of national bias. There are numerous examples of loaded words used to emphasize the glory and emotion of the victory (blitzed, world champions, exultation, accomplished the near impossible, fans, cheering). The defeated American runners are accused of cockiness, rampant xenophobia, and lacking respect for the Canadians.</i>

Assignment 4: Analyzing a News Story for Slant or Bias

For this assignment you will require a copy of a daily newspaper. Some examples of dailies available in Alberta are *The Edmonton Journal*, *The Calgary Herald*, *The Lethbridge Herald*, *The Edmonton Sun*, *The Calgary Sun*, *The Globe and Mail*, or *The National Post*.

Skim a section of the newspaper to find a story you think may be biased or slanted.

Use the four questions in pages 114-115 of *Reading and Writing for Success* to help you determine the degree of bias or the slant in the item you have selected. Be careful to select a story that is long enough to analyze.

Then summarize your observations and conclusions about your selected story by completing the analysis chart (see example below) in the **Response Booklet**. Clip the article and any photographs and captions that go with it. Make sure to attach or enclose the article to your **Response Booklet**.

TIPS:

- Sports stories are often slanted in favour of the home team.
- Entertainment stories may be slanted according to the writer's tastes.

Name of Newspaper	
Headline	
Author or reporter	
Loaded words	
Slant or bias	
Conclusions	

Section 5: Opinion Pieces



Newspapers and magazines do more than report news stories, as you know. They also present the opinions of columnists, editorial writers, and readers. Writers of opinion pieces are usually seeking to persuade readers to agree with the writers' opinions on whatever topics they are discussing. Reading opinion pieces carefully is important. You can seek answers to questions such as the following and seek answers to them before deciding about the issue.

- Whose point of view is being expressed?
- What is the writer's bias?
- Is there another viewpoint not being presented?
- Are the statements the writer is making true?
- Is the writer supporting his or her opinion with verifiable facts?
- What facts and opinions are being left out or ignored?
- What do I know about this issue and how can I find out more?

A **fact** is a statement that **can be proven** to be true.

For example, "A rose is a fragrant flower." This statement can be verified by testing the fragrance of the rose with your nose.

An **opinion** is a statement that **expresses a point of view or belief** that cannot be proven.

For example, "The rose is the most beautiful flower." This cannot be proven because it is one person's belief and others may disagree and believe that other flowers such as orchids are more beautiful.

What Is Your Opinion?

Pre-Reading:

In the next section of your text, you will be reading an opinion piece about using animals for medical research.

- Complete the chart below using what you already know about the use of animals such as mice, rats, dogs, rabbits, monkeys, and cows in scientific research and experimentation.
- List three reasons on each side of the issue.
- Write your opinion on the issue in the bottom box.



Do we need to use animals in research?	
Reasons for saying yes:	Reasons for saying no:
My opinion:	

You will be referring to this chart in your *Journal Entry 4* assignment.



READ “Reading Opinion Pieces” on pages 82 and 83 in *Reading and Writing for Success*.

READ the opinion piece “Do We Need To Use Animals In Research?” on pages 84-86 in *Reading and Writing for Success*.

READ “Tutorial 11 (Fact and Opinions) on pages 87-90 in *Reading and Writing for Success*.

Complete the chart to show your understanding of the difference between fact and opinion.

Sentence	Fact or Opinion	Explanation
<i>"My daughter has cystic fibrosis."</i>	<i>Fact</i>	<i>I could check this by finding out about the author and her daughter. This would be difficult, so most readers will not know.</i>
<i>"Finally a hospital test of the salt content in her sweat led to the diagnosis of cystic fibrosis."</i>		
<i>"Your daughter will not have a long life, but for most of the time, it will be a good life."</i>		
<i>"We moved to California where the winters aren't so harsh and the cold and flu season isn't so severe."</i>		
<i>"Researchers should be thanked, not hassled."</i>		
<i>"We can still hope - as long as the research continues."</i>		

Check your answers by comparing them to those at the bottom of page 90 in *Reading and Writing for Success*.

Vocabulary Log

In your dictionary look up the following words used in “Do We Need to Use Animals in Research?”

- > diagnosis (paragraph 2)
- > semblance (paragraph 6)
- > poignant (paragraph 7)
- > eloquent (paragraph 9)

Provide definitions for these words in your vocabulary log. Remember, use each word in a sentence of your own and provide synonyms you find in your thesaurus.



Journal Entry 4: Stating Your Opinion

You have expressed your initial opinion on using animals for research.

Write a personal letter to the author of the opinion piece “Do We Need Animals In Research?”.

Your letter should:

- express whether you agree or disagree with her opinion
- explain the reasons you have for your own opinion
- indicate questions you have for the author, if any

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.





Assignment 5: Writing an Opinion Paragraph

For this assignment you must do the following

- select a topic from the list below
- generate at least two opinions and two statements of fact about the topic
- write a one paragraph opinion piece similar to “How to Choose a Career” on page 82 of *Reading and Writing for Success*.

1. Pick one of the following statements.
 - The salaries of professional athletes should be reduced.
 - All students should study art and music.
 - All drivers under the age of eighteen should have a midnight curfew.
 - Everyone should have to spend two years doing military service in the Canadian Armed Forces.
 - Students should be paid to attend high school.
2. Complete the following chart to help plan your opinion paragraph. The good copy of this is in the **Response Booklet**.

Topic Sentence:	
Facts	1.
	2.
Opinions	1.
	2.
Concluding Sentence:	

3. Write a paragraph using the facts and opinions you have organized in the preceding chart. Lines are provided for your rough draft. The final copy is to be placed in the **Response Booklet**.

Be sure you edit, revise and proofread your paragraph. See pages 189 - 190 of the *Reading and Writing for Success*.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire surface, typical of notebook or composition paper. There are no margins, text, or other markings present.



See the rubric below to learn how your teacher will evaluate this assignment.

Thought and Detail		Writing Skills	
5	Excellent	5	Excellent
	<i>The student...</i> <ul style="list-style-type: none"> plans with accuracy and precision provides facts and opinions that are confidently and creatively expressed arranges ideas purposefully in a paragraph presents a compelling and convincing opinion 		<i>The student...</i> <ul style="list-style-type: none"> composes writing that is skillfully structured and fluent makes appropriate and effective word choices and uses variety in sentence structure creates writing free of significant mechanical errors
4	Proficient	4	Proficient
	<i>The student...</i> <ul style="list-style-type: none"> plans with accuracy provides facts and opinions that are thoughtfully expressed arranges facts and opinions effectively in a paragraph presents an effective and convincing opinion 		<i>The student...</i> <ul style="list-style-type: none"> composes writing that is clear and generally fluent makes specific word choices and uses some variety in sentence structure creates writing nearly free of mechanical errors
3	Satisfactory	3	Satisfactory
	<i>The student...</i> <ul style="list-style-type: none"> plans with some accuracy provides facts and opinions that are appropriate arranges facts and opinions somewhat effectively in a paragraph presents a supported opinion 		<i>The student...</i> <ul style="list-style-type: none"> composes writing that is generally clear and effective makes adequate, general word choices and common sentences with some variety; there may be some errors in structure creates writing generally free of mechanical errors
2	Limited	2	Limited
	<i>The student...</i> <ul style="list-style-type: none"> plans with little accuracy provides facts and opinions that are superficial or underdeveloped may not arrange ideas effectively in a paragraph presents an opinion with little support that is hard to follow 		<i>The student...</i> <ul style="list-style-type: none"> composes writing that is generally unclear and/or ineffective makes inappropriate, or imprecise word choices
1	Developing	1	Developing
	<i>The student...</i> <ul style="list-style-type: none"> does not plan with accuracy provides facts and opinions that are irrelevant, or undeveloped does not arrange facts and opinions effectively in a paragraph presents an opinion that is difficult to understand 		<i>The student...</i> <ul style="list-style-type: none"> composes writing that is unclear, and does not flow smoothly makes confusing, or inaccurate word choices and frequent errors in sentence structure creates writing that has frequent mechanical errors making it difficult to follow

Section 6: Recognizing Persuasive Techniques



Rational -
arguments are
based on facts
and opinions
that are
supported and
appeal to the
reader's reason

Writers may use these different techniques to persuade you to agree with their points of view.

- **rational** arguments based on facts and supported opinions
- counterattack the arguments of opposing forces
- **emotional** arguments that appeal to your feelings

Emotional -
arguments appeal
to the reader's
feelings

A combination of rational and emotional arguments creates the most effective persuasion. Recognizing these techniques will help you to decide whether you agree with opinions expressed. As you learn to recognize the techniques of persuasion, you can also begin using them in your writing to persuade others to agree with your views.

READ Tutorial 12 in *Reading and Writing for Success* (pages 91-93).



The chart below shows examples of the techniques used by Jane McCabe in her article, "Do We Need to Use Animals in Research?"

Appeal to Emotion		
Technique		Example
Personal Connection		<ul style="list-style-type: none"> • <i>"If you had to choose..."</i> (paragraph 1, sentence 2) • <i>"Walk with me through Children's Hospital at Stanford University..."</i> (par. 6, sent. 3)
Dialogue With the Reader		<ul style="list-style-type: none"> • <i>"It's not a difficult choice, is it?"</i> (par. 1, sent. 2) • <i>"Why is a laboratory rat's fate more poignant..."</i> (par. 7 sent. 2)
Loaded Words and Phrases		<ul style="list-style-type: none"> • <i>"...plays a mean first base...happy little girl."</i> (par. 4, sent. 9, 10) • <i>"...a family of mice afflicted with the disease."</i> (par. 5, sent. 6)
Rational Argument		
Technique		Example
Reasons	Opinions	<ul style="list-style-type: none"> • <i>"It all seemed so easy."</i> (par. 1, sent. 3) • <i>"I think that's wrong. Researchers should be thanked, not hassled."</i> (par. 8, sent. 3, 4)
	Facts	<ul style="list-style-type: none"> • <i>"But for the next four months she could not gain weight."</i> (par. 2, sent. 4) • <i>"...children at his centre were surviving, on the average, to age 21."</i> (par. 4 sent. 7)
Counter Attack		<ul style="list-style-type: none"> • <i>"...the motivation of animal rights activists is to cut down on the suffering in this world..."</i> (par. 7, sent. 1) • <i>"...Lab animals never have a nice day."</i> (par. 9, sent. 1)



Journal Entry 5: Assessing the Effectiveness of an Opinion

For your journal entry, answer the following questions in separate paragraphs.

1. Does McCabe rely more on emotional appeal, more on rational argument, or on a balance of the two approaches? Explain.
2. Which type of argument (rational or emotional) has a greater impact on your thinking? Why do you think this is so?

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Persuasion Through Advertising

Perhaps the most common type of persuasion is the persuasion of advertising messages. These are seen in shop windows, newspapers, magazines, flyers, and brochures. They are encountered on building walls, billboards, buses, and t-shirts. They are heard over radio and television broadcasts.

Each of these advertisements asks you to accept its persuasive message. You are to agree with opinions, purchase products or services, support companies, organizations, or points of view. Understanding the techniques these advertisers employ in their efforts to convince you is important.



The Power of Advertising

The article you will read makes some interesting points about the power of advertising to create a demand for products and support for ideas.

Turn to pages 118 and 119 of *Crossroads* and look carefully at the three photographs on these pages. Answer the following questions based on advertising that you have seen.

- What do you think the product is?
- Why do you think so? Give specific reasons.



READ the article on pages 118-119 of *Crossroads*, “The Product Is Nothing™”.



Vocabulary Log

Use your dictionary to look up the following words used in “The Product is Nothing™”:

- coercive (paragraph 2)
- bizarre (paragraph 2)
- conceptualizing (paragraph 3)
- auspices (paragraph 3)
- absurdity (paragraph 6)

Remember, use each word in a sentence of your own and provide synonyms you find in your thesaurus.



Journal Entry 6: Responding to “The Product is Nothing™”

For your journal entry answer the following questions in appropriate sentences.

- What was Fiona Jack’s purpose for launching the “Nothing™” campaign?
- Were you surprised to learn the reason for the “Nothing™” campaign? Explain.
- Why did OAANZ sponsor the campaign?
- What did Fiona Jack mean when she said, “The whole campaign is full of irony and absurdity”?
- What do the results of this advertising campaign show about the power of advertising?
- Explain why you agree or disagree with Fiona Jack’s statement that “...you can market anything if there’s enough money behind it, that money is basically the main thing that’s required to convince the public of something these days”?

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Mechanics Pit Stop: Be Careful with Qualifying Adverbs

Fiona Jack makes the following statement in “The Product Is Nothing™”:

“...money is basically the main thing required to convince the public of something these days.”

The qualifying adverb in this statement “*basically*” is redundant (unnecessary) since the phrase “*the main thing*” already means “basic or fundamental”.

This is a common grammatical error made in conversation that you need to avoid in formal written English. Use qualifying adverbs only when they add meaning or detail to your ideas. Be careful when you are using qualifying adverbs in connection with negatives.

Incorrect: *The student's handwriting wasn't hardly legible.*

Correct: *The student's handwriting wasn't legible.*
The student's handwriting was hardly legible.

Here are a few examples of misused qualifying adverbs. Correct the errors by rewriting the sentences in the provided space.

There wasn't scarcely any water to be found in the desert.

I couldn't barely hear the band at the concert over the noise of the screaming fans.

It was certainly a sure thing that I would make the team after scoring three goals in our last pre-season game.



Vistas Worth Visiting: Spoof Ads

The article “The Product is Nothing” was published in the magazine *Adbusters* which is based in Vancouver, B.C. Spoof ads which mimic and mock well known advertisements are a feature of this magazine. Obtain some copies of the magazine from the library or visit the *Adbusters* website (listed below) and view some examples of spoof ads. Then create your own spoof ad to make fun of a famous ad you know.


<http://www.adbusters.org/>
<http://www.adbusters.org/magazine/>

Section 7: Marketing to Teens

Many products advertised through mass media are aimed at the teenage market: fashion clothing, footwear, packaged foods, personal accessories, soft drinks, video games, electronics, and so on. How many items have you been persuaded to purchase by clever advertising?

The article that you are going to read is by Kathy Friedman and Lauren Krugel, who were grade twelve students in Ontario when they wrote the piece. Before you read this article, complete the first two columns of the **KWL** chart to list what you already know about marketing to teens and what you would like to know.

K	W	L
What I Know	What I Want to Know	What I Have Learned



READ “Market Savvy Teens” on pages 121-125 of *Crossroads*.

Complete the KWL chart by filling in the third column showing what you have learned.



Journal Entry 7: Responding to “Market Savvy Teens”

Choose one of the following and respond in a well-written paragraph.



- One of the students quoted in the article stated, “Image is our external appearance, and identity is who we really are.” Which do you think is more important – image or identity? Explain.
- How does the article define “cool”? What is your definition of “cool”? Explain.
- What person mentioned in this article is most like you? Why?
- What person mentioned in this article is least like you? Why?
- Which of the following has the most influence over you: friends, family, media personalities, or your “inner voice”? Give reasons for your choice.
- Which statement from this article do you agree with most? Why?
- Which statement from this article do you agree with least? Why?

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Vocabulary Log

Use your dictionary to look up the following words used in “Market Savvy Teens”:

- > implicit (paragraph 4)
- > caustic (paragraph 5)
- > manipulative (paragraph 14)
- > opinionated (paragraph 15)

Remember, use each word in a sentence of your own and provide synonyms you find in your thesaurus.



Vistas Worth Visiting: Surveying Others

Survey your friends, family, and neighbours to determine what their opinions are about one or more of the following topics related to print media messages.

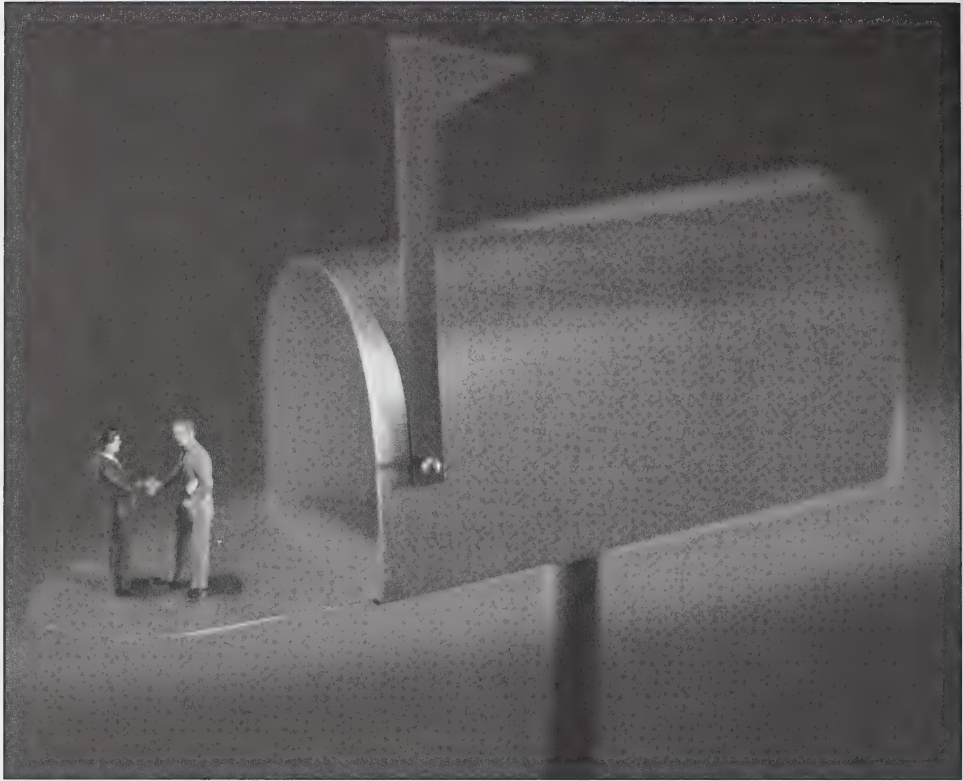
- Role models in advertising
- Celebrity endorsements
- Lifestyle ads that show beautiful people
- Favourite ads and most-hated ads
- Tobacco and alcohol advertising
- Emotional appeals in advertising

See *Reading and Writing for Success*, page 238, for suggestions on conducting an interview or survey.

Report your survey results in a chart or in an article similar to “Market Savvy Teens”.



Section 8: Informing and Persuading Consumers



persuasive-
providing sound
reasoning or
argument

informative-
providing useful
information

Consumer information comes in two types, **persuasive** and **informative**.

- Advertising is the most common and seeks to encourage people to buy things without providing much detailed information about products being offered. Opinion columns and editorials try to persuade readers to agree with the writers' opinions on issues of the day.
- Informative consumer articles provide details and encourage people to think before they decide to purchase. Some articles may warn consumers against purchasing or using defective products while others may encourage the purchase of particular products. Magazines such as *Consumer Reports* test and compare products offered by competing companies to help people make wise choices.



Consumer Information

READ pages 94-95 of *Reading and Writing for Success* to learn more about the persuasive techniques and elements used in advertising and consumer articles.

The first chart below shows the common elements of consumer information and the questions you need to ask to understand the persuasive messages in consumer information and advertising.

Elements of Consumer Information		
Element	Description	Questions to Ask
1. Product Image	An image or personality designed to appeal to the customer	<i>•How does it make me feel?</i> <i>•How is the product made appealing?</i>
2. Art	Photographs, drawings, logos, or symbols to attract the viewer's attention	<i>•Why were these particular images chosen for this product?</i> <i>•What do these images say about the product?</i>
3. Copy	All the words that appear in an ad or article, including headlines and slogans	<i>•How is the copy designed to appeal to the consumer?</i>
4. Target Audience	The group of people at which the ad or article is aimed	<i>•What is being said about the product and the kind of person who will use it?</i> <i>•What are the interests and values being appealed to by the art and copy?</i>

The second chart summarizes the information from your readings about persuasive techniques. Descriptions and examples of the techniques are given. Ten persuasive techniques are listed in the chart, but advertisers may use other techniques that are not listed in this chart. What are some other techniques that you have seen used to persuade consumers?

Persuasive Techniques	Descriptions or Examples
1. Favourable facts and figures	Only those facts and figures that are favourable to the product or its image are presented. Negative information is avoided.
2. Links product to attractive people or lifestyle	The product is shown being used by attractive people doing appealing activities or living in attractive places.
3. Claims to be on "your" side	Claims are made or implied to suggest that the product or organization cares for you.
4. Appeals to your emotions	Attempts to convince you that your feelings of personal vanity, needing to belong, concern about groups or issues, and fear will be met.
5. Supports claims with "expert" opinions	Experts such as doctors and scientists are shown to agree with the product claims.
6. Bandwagon (Group Pressure)	The product is shown to be the choice of large groups of people, implying or stating that it would be wise to join them.
7. Celebrity endorsements or testimonials	Famous people are used to promote the product and encourage you to use or buy it.
8. Humour	Funny situations or people are used to get your attention, encouraging you to buy or use the product.
9. Scientific sounding claims	Products or ingredients are given scientific sounding names to convince consumers that the product is effective. (E.g. Brand X now with "acteron biglutumus".)
10. Empty promises	Vague words like "helps, new, improved, better-tasting, effective, proven" are used to make the product sound desirable and useful but actually promise very little.



READ and follow the directions under the heading “How to Read Consumer Information” on page 95 of *Reading and Writing for Success*.

READ “How to Buy The Perfect Bike” on page 96-101 in *Reading and Writing for Success*.



Complete the activities in Tutorial 13, “How Consumer Articles Are Organized”, on pages 102-104 of *Reading and Writing for Success*.

Assignment 6: Consumer Information Quiz

Answer the following questions based on Tutorial 13, “How Consumer Articles Are Organized”, on pages 102-104 of *Reading and Writing for Success*. Final copy is in the **Response Booklet**.

1. Fill in the chart below. List the six organization patterns commonly found in consumer information articles in the first column. Write a short description of the strategy suggested in the tutorial to help you organize this type of information, or suggest a strategy of your own. The first pattern and strategy are provided for you as an example.

Six Ways to Organize Information	
Organization Pattern	Planning Strategy
a. Describing	Make a web or diagram to help you organize descriptive details

2. Select a consumer product that you know well. List four features that could be discussed in a consumer article about the product you have chosen. Suggestions:
 - In-line skates
 - Running shoes
 - Video games
 - A product of your choice
3. Which pattern or patterns of organizing information would you use for an article about this product? Why?
4. Pick one of the product's features that you listed above and construct a chart or diagram to show how you would organize information about that feature.



Vistas Worth Visiting: Writing a Consumer Article

Make a complete and detailed plan for the product you selected in Assignment 6, and write a consumer article. Add photographs, drawings, and **layout** to simulate a professional article. Consider the following as you plan your article.

layout - refers to the way visual elements (art, copy, symbols, logos) are placed on a page

- What questions will consumers have about this product?
- Who is my target audience?
- How does the ad make me feel?
- How is the product made appealing to consumers?
- What art will I use?
- What words will I use in my copy?
- What persuasive techniques are suitable to my purpose?



Looking at Advertising

Print advertisements are designed to quickly attract attention as you turn the pages in a magazine or newspaper, pass by a billboard, or see a person wearing a T-shirt. Product advertisers are trying to capture your attention long enough to communicate their persuasive messages. They want you to recognize their products and they want to convince you to buy them. The art, the copy, and the layout and design of the ad are carefully calculated with this goal in mind.

Complete the activities in Tutorial 14, “Analyzing an Advertisement”, on pages 105-106. Compare your responses to the Electra Bicycle advertisement on page 106 with the chart below.

Response to Electra Bicycle Ad, page 106 <i>Reading and Writing for Success</i>	
Advertising language	<i>"brilliantly simple design", "made for the future", "requires no maintenance", "powerful...brakes", "precise control", "send a buck", "Simply, the best cruisers in the world!"</i> • The language emphasizes quality, power, precision, and simple design. The product image seems to be one of durability and reliability.
Art	<i>The blurred background and spinning wheels suggest speed. The raised front wheel indicates that the bike can be used for stunts. The rider's hairstyle and dress (no helmet or footwear) imply a youthful, carefree attitude. He is pointing towards the viewer as if challenging you to join him.</i>
Target Audience	<i>The ad seems to be aimed at young people with a carefree attitude to life and who want a bike that is easy to care for and is durable.</i>
Copy	<i>Some information is given about the bike's features (brakes, hub, gears) but this is in small print and most of the ad is devoted to creating an image. The company name forms the ad's headline and is in much larger print size than anything else. The slanted lettering of the logo suggests speed.</i>
Ad Effectiveness	<i>I think that this ad would be very effective in reaching this target audience. The features of the bike that are emphasized are appropriate for young people looking for a casual cruising bike.</i>

Assignment 7: Analyzing a Print Advertisement

Find a full-page advertisement in a magazine or newspaper for a product that you would like to have. Analyze the advertisement carefully using the strategies you have learned and complete the chart in the **Response Booklet** (also shown below). Clip the ad you have analyzed, or photocopy it and send it with your **Response Booklet**.

Response to _____ (identify selected ad)	
Advertising language (copy) <ul style="list-style-type: none"> • What is the purpose of the copy? • How does it appeal to the target audience? 	
Art and Layout <ul style="list-style-type: none"> • What images, models, logos, and / or symbols appear in the ad? • Describe the people in the ad, their appearance and actions. • How does the ad catch your eye? 	
Persuasive Techniques <ul style="list-style-type: none"> • Which persuasive techniques are used? • What overall feeling or mood does the ad create? 	
Target Audience <ul style="list-style-type: none"> • Who is the intended target audience: their age, gender, interests, and values or beliefs? 	
Ad Effectiveness <ul style="list-style-type: none"> • In your opinion, is this an effective ad? • Will the target audience be convinced to buy the product or not? • Why do you think so? 	



The Art of Persuasion in Advertising

Advertisers use different persuasive techniques for different target audiences.

The *Crossroads* text contains four different print ads from Canadian magazines in the section titled “The Purpose Is Persuasion” on pages 127-130.

Examine each of these four ads. Ask yourself the following questions as you look at each ad.

- Does this ad attract my attention? Why or why not?
- How does this ad make me feel?
- What values and beliefs are expressed in this ad? Do I agree with these values and beliefs?
- What persuasive techniques does this ad use?
- Is the ad effective? Why?
- What type of copy (language) is used in the ad?
- What art (images) does the ad contain?
- What is the overall message in this ad?





Journal Entry 8: Responding to “The Purpose Is Persuasion”



For your journal entry answer the following questions in appropriate sentences.

1. Look at the ads in “The Purpose is Persuasion” (*Crossroads*, pages 127-130).
 - Which ad gives the most information about what it is promoting?
 - Which ad gives the least information about what it is promoting?
 - Which ad is designed to appeal to your emotions?
 - Which ad is designed to appeal to your sense of humour?
 - Which ad is designed to appeal to your intellect?
 - Which ad do you like best? Why?
 - Which ad do you like least? Why?
2. Choose one of the ads and explain why you think the ad agency chose its image and message.

Remember to number and title your journal entry, put your name on it, and place it in your **Response Booklet**.



Mechanics Pit Stop: Ad Language

Ads use language to reach a wide audience. Therefore, the words and sentences are usually plain and friendly in tone. Ads use enticing words such as *free*, *guaranteed*, *easy*, *helps*, *better*, and *new* to attract attention and make the product seem desirable. Ads may also use words that create strong emotions in readers.

Examine the language used in the ads in “The Purpose Is Persuasion” (*Crossroads*, pp. 127-130) and list examples of friendly or enticing language from each of these ads in the following chart. The first one is done for you as an example.

Print Ad	Friendly, enticing, or emotional language
Ford Ad	<ul style="list-style-type: none">• Names of relatives are listed (sister, mother, daughter, etc.)• “we’re asking you”• “...may affect someone that’s close to you”
Canadian Helicopter Ad	
Costa Rica Ad	
Balance™ Ad	

Assignment 8: Creating a Print Advertisement

Design a full-page print advertisement to promote one of the following imaginary products.

- Spiffy Jeans
- Smile Toothpaste
- Slick'um Hair Gel
- Astro Running Shoes

Pick one of the following target audiences and consider the needs, interests, values, and beliefs of this audience as you design your ad.

- Teenagers
- Adults aged 25-39
- Adults over 50
- Children under 12

Remember that the purpose of your ad is to catch the viewers' attention and persuade them to buy your product. You will need to use a combination of text (copy) and art (photos, drawings, logos) to create an effective ad. You will need to plan and select persuasive techniques. See page 131 of *Crossroads* for useful ideas to help you create an effective print ad.

Use the graphic organizer in the **Response Booklet** (shown below) to help you gather ideas for your ad.

Product	
Target Audience	
Art	
Copy	
Persuasive Techniques	

Use the space provided in the **Response Booklet** to plan the layout (placement and size of text and art) for your ad.

Then present your print ad in the space provided in the **Response Booklet**.

Evaluation: The rubric below shows how your ad will be evaluated.



5	Excellent	3	Satisfactory
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • plans a creative and compelling print ad • targets persuasive techniques at a specific audience with precision • selects art and uses language with precise control • combines art and copy creatively to attract the viewer's eye and persuade effectively 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • plans a purposeful print ad • targets persuasive techniques at a specific audience • selects art and uses language with some control • combines art and copy to attract the viewer's eye and persuade somewhat effectively
4	Proficient	2-0	Developing
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • plans a creative and purposeful print ad • targets persuasive techniques at a specific audience thoughtfully • selects art and language with clear control • combines art and copy purposefully to attract the viewer's eye and persuade effectively 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • plans a print ad with limited purposefulness • targets persuasive techniques at a specific audience ineffectively • selects art and uses language with little control • combines art and copy to attract the viewer's eye with limited effectiveness



Vistas Worth Visiting: Creating a Print Ad

Design an ad for the same product (or a different product) aimed at a different target audience. Consider the following questions as you plan your ad.

- Who is my new target audience?
- What changes are needed to product image?
- What different art will I use?
- What changes will my copy need?
- What persuasive techniques are suitable to my new target audience?



Final Section



Assignment 9: Journals

In this unit you have written eight journal entries that you should now attach to your **Response Booklet**. Your journal entries should be titled, numbered, and should have your name and file number on each page. Journals are evaluated using the rubric shown in the **Response Booklet**.



In your **Response Booklet** for this section complete the vocabulary log chart.



In this unit you learned how qualifying adverbs are sometimes misused and you studied the use of friendly, enticing, and emotional words in advertising language. Follow the directions to demonstrate your understanding of these concepts. Space for your answers is provided in the **Response Booklet**.

1. Rewrite the sentences correcting the errors.
 - a. *There wasn't hardly any food left on my plate.*
 - b. *I couldn't barely see because of the dust in the air during the windstorm.*
 - c. *After the victory it was definitely a sure thing that the team would make the playoffs.*
2. Find a print ad that contains at least five examples of advertising language that is friendly, enticing, or appeals to emotions. Circle five examples and enclose the ad with the **Response Booklet**.



Summary: What Have You Accomplished?



As you completed Unit 3 of English 10-2 you have

- Examined a variety of texts (news stories, consumer information articles, advertisements, photographs, art) that explore different aspects of media influence on personal values and beliefs
- Written journal entries, an opinion paragraph, and personal responses
- Created advertisements
- Kept a vocabulary log
- Completed exercises on qualifying adverbs and ad language.

You are ready to celebrate your achievements, and send your work for grading. You can proceed to your next unit, *Media Influences: Shaping My Viewpoint (Electronic Media)*. In this unit you will examine the influences that television, movies, videos, the Internet, computers, and video games have on your values and beliefs.



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